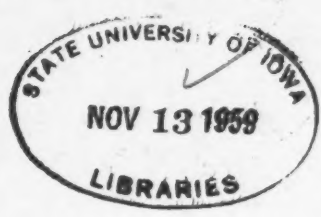


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CTA

JOURNAL

NOVEMBER • 1959



TEACHER LEADERS of the Diablo Valley College Faculty Association cheerfully receive a report of new membership growth. See articles in this issue on California Teachers Association Field Service work with chartered local chapters . . . and the success stories of associations in Long Beach, Pasadena, and Diablo Valley.

\$52 and \$39 TYPICAL SAVINGS with CTA's fire insurance package for home owners and tenants



CTA HOME OWNERS AND TENANTS have saved nearly 40 per cent on home insurance with our CTA-approved package policy! Initial discount on this 5-in-1 policy is 20 per cent off standard rates for comparable protection with 5 separate policies! Premiums have been further reduced by 20 per cent dividends at policy expiration! Typical savings have totaled \$52 for home owners and \$39 for tenants!

SEE HOW MUCH YOU CAN SAVE No matter when your present policies expire, return coupon at once for advance quotes so you can compare costs. **FOR IMMEDIATE COVERAGE** phone collect: Los Angeles, MA 6-1461; San Francisco, EX 7-3500; Sacramento, HI 4-8323.



Fire & Allied Perils

Covers HOME OWNERS on Dwelling and Detached Buildings (including glass breakage), HOME OWNERS AND TENANTS on Household Goods and Personal Property—for fire, smoke, explosion, damage by non-owned vehicles or aircraft, riot, windstorm, others.



Extra Living Costs

Covers HOME OWNERS AND TENANTS for added costs of living in temporary quarters and eating in restaurants while damaged living quarters are untenable following loss covered by policy.



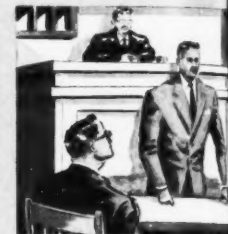
Theft: Home & Away

Covers HOME OWNERS AND TENANTS on Household and Personal Property against theft (including from unattended locked automobile), burglary, robbery, and larceny anywhere in world; also damage caused by theft or attempted theft.



Personal Liability

Covers HOME OWNERS AND TENANTS against liability for accidents on and off premises, including injuries caused by pets, children, sports activities. Also PROFESSIONAL LIABILITY and medical expenses for guests.



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Covers HOME OWNERS AND TENANTS for court costs, legal fees, and other expenses of suits arising from personal liability for accidents. Pays even if such suits prove to be fraudulent.

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CALIFORNIA CASUALTY INDEMNITY EXCHANGE—TEACHERS PLAN

417 South Hill Street, Los Angeles 13

550 Kearny Street, San Francisco

Please mail your exact premium and estimated savings for comprehensive protection on my particular property with the new, CTA-approved HOME INSURANCE PACKAGE policy for owners and tenants. This request does not obligate me to become a policyholder.

Teacher's Name _____		Spouse's Name _____	
School Name _____		School City _____	
Present Mailing Address _____		City _____ County _____	
Location of Property To Be Insured (if same as Mailing Address, write "same") _____		School Phone _____	
		Present Phone _____	
		Home Phone _____	

Building Construction: Roof: (wood) <input type="checkbox"/> Shingle <input type="checkbox"/> Comp-osition <input type="checkbox"/> Other (describe) _____	Walls: (wood) <input type="checkbox"/> Frame <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____
If all persons permanently residing in your household are non-smokers, please check here <input type="checkbox"/>	Insurance now carried in California Casualty Teachers Plan: None <input type="checkbox"/> Comprehensive <input type="checkbox"/> Auto <input type="checkbox"/> Personal Liability <input type="checkbox"/> Teacher's Professional <input type="checkbox"/>

HOME OWNERS (OR BUYERS) COMPLETE THIS SIDE

Date Present Dwelling Fire Policy Expires _____ Value of Building (Am't Ins. Desired) \$ _____

(If no policy, write "None")

Dwelling in city limits? Yes ☐ No ☐ Names of Main Cross Streets _____

If you are in a Special Fire District, please give its name _____

Ownership of Dwelling: Fully Owned ☐ Col. Vet. ☐ G.I. ☐ FHA ☐ Other ☐

Name of Bank or other Mortgagee _____

TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

Date Present Personal Property (Contents) Policy Expires _____ Value of Personal Property (Amount of Insurance Desired) \$ _____

(If no policy, write "None")

I live in (check one): Private Dwelling ☐ Apartment ☐ Other _____

Number of Living Units In Building: 1 to 4 ☐ (If over 4, show number of units) _____

Does the building contain any Business Premises (stores, shops, etc.)? Yes ☐ No ☐

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1705 Murchison Drive
Burlingame, California
Phone OXford 7-1400

NOVEMBER, 1959 VOL. 55, No. 8

OUR COVER picture, as its caption indicates, shows the board of directors of the Diablo Valley College Faculty Association at one of its recent meetings. President Leonard Grote, responsible for much of the achievement described on pages 14-15, is third from the right. This good-looking group of professional teachers is typical of inspired and dedicated leadership in the 625 chartered chapters of CTA in California.

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ARTHUR F. COREY, *Executive Secretary*

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SUBSCRIPTION to CTA Journal for non-members is \$2 a year, foreign subscriptions \$3 a year. Group subscriptions to board members and lay leaders may be ordered by CTA-chartered local associations at \$1 per year for each. CHANGE OF ADDRESS: Members are requested to notify Membership Records department, CTA, 1705 Murchison Drive, Burlingame, Calif., at least a month before normal delivery date for change of address, stating both old and new addresses. Postmaster: Form 3579 requested for transmittal to Burlingame. MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of CTA Journal assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association.

CTA Journal, November 1959



Official Publication of the California Teachers Association

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A directory of officers of CTA affiliated associations will be published in December issue. The above corrected directory will be republished in January, March, and May.

Quality Teachers for Quality Schools

OUR PRESENT concept of quality teaching must escape the limitations of our preoccupation with the importance of the scientific method.

Science finds in mathematics its most important single tool and therefore science deals essentially with quantitative elements. Most of the recent discussions of quality in education have proceeded quite generally on the thesis that quality deals with things which can be measured and reduced to formulae. One of the great dilemmas faced by education is that science can consider only quantity, whereas psychologically man constantly perceives quality.



ARTHUR F. COREY
CTA Executive Secretary

This page is extracted from Dr. Corey's speech given at the National Teacher Education and Professional Standards Conference held at the University of Kansas June 26, 1959.

Science can look at a sunset through a photo-electric cell and get a reading on a dial. This reading may be perfectly adequate as a measure of the actinic quality of the light emanating from the horizon but falls desperately and tragically short of a complete measure of the quality of the sunset or of its emotional impact on a sensitive human being.

Science is helpless, or virtually so, in the realm of the aesthetic, the moral, and the abstract. We cannot expect science to raise the moral level of a people or of the world. The present confused state of human affairs is straining the faith which intellectuals of an earlier day had in the efficacy of science to solve all human ills. It

was much less than a century ago that Tyndall asserted in his famous Belfast speech that science alone could solve all human problems. We now smile that a brilliant mind could have been so naive.

The real essence of man's moral, emotional, and intellectual life refuses to be reduced to figures on a dial—or anything which is susceptible to the quantitative symbolism of science. Even among the scientists themselves disillusionment seems evident. The struggle to build a "science" of education has borne some bitter fruit. Certain quantitative aspects of teaching and learning have been isolated, instruments devised for their measurement, symbols selected for their representation, and formulae developed for their interpretation. These symbols and formulae are now being used as argument that quality in teaching can be measured quantitatively.

A rose can be measured and weighed but none would maintain that these quantitative elements—accurate as they might be—adequately measure the quality of the rose.

Man's pathetic confidence in the power of science to do everything arises in the tremendous capacity of science to do some things so well. Science has such dramatic impact on the everyday life of the common man that he may be pardoned when he attributes to science a magic which it does not possess.

Quality teaching is, of course, concerned with rigorous intellectual attainment and the mastery of a staggering mass of subject matter and complicated skills, but it also must develop other areas of experience which are equally important and are almost completely qualitative.

A.F.C.

CALENDAR OF COMING EVENTS

NOVEMBER

- 13-14—California Council for Adult Education, second annual workshop; Hotel Disneyland, Anaheim
- 14-15—Foreign Language Association of Northern California, conference; Asilomar
- 14—California Assn. for Health, Physical Education and Recreation Bay District conference; Berkeley high school
- 14—CTA North Coast Section Council meeting; Redway
- 14—CSTA Northern and Southern Section Coast Professional Problems conference; Burlingame
- 14—CTA Northern Section Standing Committee chairmen meeting; Sacramento
- 14—CTA Bay Section Council meeting; Washington School, Berkeley
- 14—CTA-SS Council meeting
- 14—Meeting of CTA Affiliates and Associates; Burlingame
- 14—Calif. Business Education Assn. convention, San Jose State College, San Jose

8



"I wonder if my tadpoles turned into frogs over the weekend."

- 15-16—Calif. Assn. of Secondary School Administrators executive board meeting; Bakersfield
- 15-18—American Assn. for Health, Physical Education and Recreation national conference; Washington, D. C.
- 16-20—Calif. Assn. of Supervisors of Child Welfare joint state conference with CASCD; Hotel Statler, Los Angeles
- 18-21—Calif. Assn. of Adult Education Administrators fall conference; Santa Barbara
- 20—CTA Bay Section board of directors meeting; Burlingame
- 20—CTA Southern Section sixth annual new teachers' conference; Los Angeles
- 21—Commission on Higher Education meeting; Burlingame
- 21—CSTA Southern Section Professional Problems conference; Los Angeles
- 21—CTA Legislative Committee meeting; Burlingame
- 22-24—Nat'l Assn. of Secretaries of State Teachers Assn. annual meeting; Washington, D. C.
- 25-28—Nat'l Council for the Social Studies annual convention; Kansas City, Mo.
- 26-28—National convention of Teachers of English; Denver, Colo.
- 27-28—Dep't of Classroom Teachers study conference; Washington, D. C.
- 29-Dec. 3—American Assn for Health, Physical Education and Recreation national conference on fitness for elementary school age children; Washington, D. C.
- 30-Dec. 3—Calif. Assn. of Secondary School Administrators annual conference; San Francisco

DECEMBER

- 3—Classroom Teacher Presidents Committee meeting; Los Angeles
- 3—NEA Relations Commission meeting; Los Angeles



By: Kucow, Top

Distributed by NASPT.

"I don't care if it is your second year in first grade."

- 3—CSTA Executive board meeting; Los Angeles
- 3—CTA Central Section board of directors meeting; Los Angeles
- 3-5—California School Boards Assn. annual conference; San Francisco
- 4-5—CSTA semi-annual Executive Council meeting; Los Angeles
- 4-5—CTA STATE COUNCIL MEETING; AMBASSADOR HOTEL, LOS ANGELES
- 4-6—Northern Section Calif. Mathematics Council annual meeting; Asilomar
- 5—Northern Calif. Jr. College Assn. annual fall meeting; Davis Campus, University of California
- 5-9—Assn. for Supervision and Curriculum Development fifth Research Institute; Washington, D. C.
- 10-11—State Board of Education meeting; Sacramento
- 12—CTA State Board of Directors meeting; Burlingame
- 12—CTA Northern Section board of directors meeting; Section headquarters
- 12—CTA Central Section Advisory committee meeting; Fresno
- 12—CTA Bay Section board of directors meeting; Claremont Hotel, Berkeley

CREATING IMAGES



Through the Looking Glass

With Alice, we can explore beyond the image to discover ourselves. We may have that adventure in this year's consulting group series on public relations.

YOU REMEMBER that Alice enjoyed the remarkable experience of actually venturing into another world beyond a pane of glass, finding that the occurrences there were not at all like the images which "common sense" told her existed on the surface. Alice had great adventures, but of course she was a little foolish about mirrors.

Teachers, too, are face to face with a great mirror every day of their professional lives. In it they sometimes seem to see no more than what they fancy themselves to be like. But if they will just bend down to read the small lettering in the corner, they will not find the manufacturer's imprint; instead they will find the label is "Public Opinion."

We ought to be as wise as Alice and wonder what really exists behind that vitreous panel, for we fool only ourselves if we believe that the mirror of public opinion returns to us only the image we see of ourselves. What comes back is the image which the public mind *behind the mirror* has caught or created for itself. But—and this is what makes it really a looking-glass world—the public mind can create its images only out of the stuff which we ourselves put before the mirror, that which is our "professional posture."

How we create the image of a teacher—and what we can do to improve our "professional posture"—will be the theme of the 1959-60 series of CTA-sponsored consulting group discussions. It is hoped that in these, CTA members everywhere will take time to journey through the looking-glass of public relations.

In 40 meeting places on November 18th and 19th, discussion leaders for this year's consulting groups will be groomed to handle the topic of public relations. In these orientation sessions, discussion leadership manuals and topic guides will be distributed. Then, for the individual

member there will be a December CTA Journal feature which he can use to orient himself to be a vigorous and informed discussant. A discussion group of no more than 15 members should be within the reach of everyone who would like to sharpen his professional wisdom on this public relations topic. Ask your own local chapter president to direct you to a discussion group that you can join.

The discussion groups, after taking the necessary time to analyze WHAT the profession wants to present for its effect on public opinion, will extend inquiry into the kind of public relations endeavor which should be maintained to be an effective information carrier about professional images.

In other words, what are professional organizations to do in order to be sure that the public will answer, "Bright and true," to each teacher's recurring, "How do you see me now?" The "bright" part of the answer constitutes the technical achievement of a successful public relations program. It is the "true" part of the answer that must be a professional achievement.

What are the clear reflections we want for our professional position on membership qualifications, standards of preparation, evaluation of service, employment and dismissal responsibility, breadth and variety of association activity, educational policy sharing, and development and support of educational standards? These and other such issues are all part of our appearance before the mirror of public opinion.

The 1959-60 consulting group project is going to be a journey *through the looking-glass*, to see what lies behind the image. All CTA members are invited to a real adventure in professional discovery.

—KENNETH R. BROWN
CTA Professional Services Executive

FIELD SERVICE

lends a hand



FIELD REPRESENTATIVES of California Teachers Association staff, with professional staffmen from each of the six CTA Section offices, form the "line" operation of the Association, working directly with members, chartered associations, boards of education, and the public.

They are the men who literally represent all facets of the broad CTA program before the profession of teaching in California.

What these 16 men do and how they do it can best be illustrated with a few success stories taken from the field. Although some of the most significant and dramatic achievements in professional growth may be found in individual membership counseling, Field Service men

believe their greatest contribution lies in the help they give to local chartered associations.

Elsewhere in this issue appear articles describing aspects of two big city associations (Pasadena and Long Beach) and one of a college faculty group (Diablo Valley in Contra Costa county). In each case, local leaders concede that success was due in part to the help given by CTA Field Service men.

Picked at random throughout the state, several local associations were solicited to present some interesting phases of their programs. In the space below, briefed stories tell something about how CTA works "at the grass roots"—with Field Service representatives always within call to help "cultivate the crop."

THEY WORK TOGETHER FOR BETTER SALARIES

Santa Barbara County Educational Association, representing more than 400 teachers and administrators, last year undertook, as one of its objectives, a review of the total salary situation for certificated personnel in the county schools.

A committee of seven teachers,

representing geographical areas of the county, completed its study and reported at a regular meeting of the association.

Between October and March school board members and teachers worked together to secure a more equitable remuneration for teachers.

The association's finance committee mapped a plan of action, recognizing related factors in the schools of the county. Among the factors was the minimum salary schedule recom-

mended by the county school boards association.

Up to this time county salary policies had never involved teachers. The association believed that better communication with trustees was necessary. It proposed that its committee findings be shared with county boards.

In a series of three meetings of teachers and trustees, a working relationship was established and association recommendations became a part

of the general salary plan published last March.



Recommendations included a substantial raise in the maximum-minimum range of the schedule, the elimination of so-called "hurdle" requirements, an increase in the years of "countable" experience, and increased financial rewards for experience and professional advancement.

The adopted recommendations had an impact on local districts throughout Santa Barbara county.

At all stages of its work, the committee was assisted by CTA Field Service men, who provided advice based on successful practice in comparable areas.

HUENEME WINS NATIONAL RECOGNITION FOR P.R.

A public relations project of the Hueneme Teachers Association was given national recognition at NEA convention in St. Louis this summer when an HTA representative accepted a plaque.



Larry Dodge was chairman of the PR committee and he conceived the idea of a weekly column for the local Hueneme Pilot to be titled "From School to Home."

Patricia Davey and Willard Law wrote the column through the school year. Topics included the teachers' code of ethics, the growth and development of children, enrichment of the curriculum in science, language arts, reading and arithmetic, music, shop, and homemaking departments,

and the counseling services available in the district.

Prior to the NSPRA award presented to Ralph Nichols at the NEA convention, the Hueneme association won first place in public relations honors at NEA's western regional conference.

ORIENTATION IS YEAR-ROUND JOB AT VALLEJO

"Our orientation committee in Vallejo Education Association has accepted the concept that orientation of new teachers to our district is a year-round job," said Charles Cozad, president.



Under chairmanship of Mrs. Dorothy Rodman, the committee early last spring began to prepare for new teachers who were to arrive in the fall. Emergency loan service was arranged at the local bank. A real estate listing service was set up.

At a luncheon arranged for new teachers, a kit of materials was distributed which included a chamber of commerce booklet on the history of the city, handy city maps and lists of business houses, and publications on sport and recreational facilities, musical and theatrical attractions, and clubs and civic organizations.

Field Service and the Bay Section field representative provided kits of chapter orientation publications, explained the professional and special service of CTA. A field man also organized a workshop for building representatives, who in turn prepared themselves to assist new teachers as professional—as well as organizational—consultants.

PROFESSIONAL RESPONSIBILITY ACCEPTED AT TORRANCE

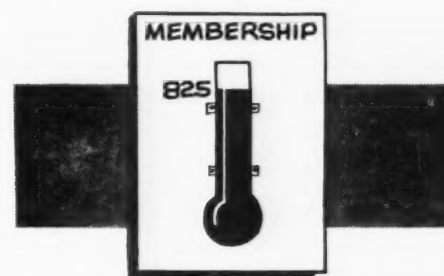
Accepting the principle of unified membership and payroll deduction, members of Torrance Education Association jumped their chapter dues from \$2 to \$16 a year and immediately started a vigorous growth of activity and professional interest.

Members who once needed persuasion to accept responsibility for working on committees vie with each other for the privilege, according to President Joe Redding.

"One of the most dramatic results of this concept of accepting professional responsibility," says Redding, "is the success of this spring's membership sign-up drive, which saw 451—or more than half of the district's teachers—join local, state, and national associations before the end of school in June."

With this fall's membership nearing 825, there is every expectation that final figures for 1960 will reflect a membership of over 90 per cent of the active teaching and administrative force in the district.

Redding teaches on a half-day schedule in order to allow time for a busy round as head man of the local association. He concedes that activity really centers around the full-time secretary, Mrs. Kenneth De Groot, who edits a monthly newsletter, operates an offset printing press, serves as secretary to each of the standing committees, acts as a notary public, and manages the office.



Current plans of Redding and his executive board include retention of legal counsel, possible purchase of a site for a future TEA building, followup on legislative matters, and possible employment of a full-time executive secretary.

Citing complete cooperation from the Torrance district administration as a factor in the initial success of TEA, Redding added that assistance of state and Section field representatives were contributing factors. At a recent Southern Section leadership conference, held for TEA in the CTA-SS headquarters, building representatives expressed complete satisfaction with the program as outlined by the professional organization's staff representatives.

BAKERSFIELD DEVELOPS PROFESSIONAL RELATIONS

A professional problem loomed before the Bakersfield Elementary Teachers Association—but there was no committee to solve it.

The association president recommended the organization of a professional relations committee. The district's policy committee agreed—and added the provision that the committee should work on preventive education in the field of ethics.



With complete cooperation of teachers, principals, and the administrative staff, the committee became representative of all levels and interests in the district and terms were staggered to provide continuity. The Bakersfield board of education recognized the body.

With regular monthly meetings and with publications, the committee has "sold" the concept of good professional relations. At orientation meetings this fall it presented panels on "What Is Ethics?" The program was repeated over television as a part of the district's weekly program.

Assistance of CTA through field consultations and publications made the solution of the original problem possible and—what is more important—forestalled the growth of new problems by educating members on

the relative responsibilities of a professional teacher.

OAKLAND TEACHERS WIN DUTY-FREE LUNCH

Under a policy adopted by the Oakland board of education last June, non-certificated personnel are employed to supervise cafeterias, lunch rooms, playgrounds, and other areas assigned by principals. Teaching staff is thus relieved of much of the responsibility of student supervision during the lunch hour.



The policy, which calls for payment of noon supervisors from district funds on an hourly basis, was formally proposed in March by the Oakland Teachers Association. It culminated a five-year OTA program which gained momentum at a CTA Field Service meeting of urban presidents last year. OTA President Jack Borum took his cue from the successful noon duty relief program initiated by Long Beach TA.

Charles Teutschel, salary committee chairman, and Richard Leland, professional relations chairman, backed by the OTA Council, pushed for the plan, based on Long Beach experience, which stressed educational values gained by providing relief to elementary teachers from noon duty.

CREDENTIAL REVISION IS SUCCESSFUL STUDY

Petaluma Teachers Association planned and conducted a series of meetings for a thorough discussion of proposed credential revision. Because of special interests involved, Lucille Coggins and Douglass Arthur, committee chairmen, encouraged points of view from teachers of adult education, speech, and vocational subjects. As a result, the association was able to produce a comprehensive summary of membership opinion.

Materials for study were delivered by a field representative from CTA



staff and he counselled on many aspects of the teacher education study.

MEMBERSHIP GROWS IN STATE COLLEGE GROUP

Overcoming the inertia of tradition, instructors at San Jose State College organized a CTA chartered chapter three years ago. The program and membership has grown each year.

Dr. Patrick J. Ryan, associate professor of education and president of the chapter, points out that although 75 members out of a faculty of over 1000 may not seem impressive, he believes that in time chapter membership will be adequate for Bay Section council representation. He can foresee that attitudes will improve toward professional solidarity at all levels and that there will be less distrust of CTA objectives at the college level.



Dr. Ryan reports that the chapter is enrolled in hospitalization, auto, and home insurance programs sponsored by CTA and is now considering the group life program. Payroll deduction has been authorized for membership dues and medical insurance.

"CTA staff support has been unstinting," Ryan said. "The numerous joint meetings of state college and university representatives with CTA staff men resulted in the development of the Higher Education Commission. The promise of more discussion of mutual problems assures constant growth toward the goal of real professional progress through unification."

SAN JOSE STUDIES BEHAVIOR PATTERNS

Defining reasonable standards of student behavior became a major project this year of the San Jose Teachers Association.



Serious public and professional concern regarding pupil behavior triggered an offer by the professional relations committee of the local association to survey the problem and make recommendations to the board of education.

CTA Field Service provided assistance and guidance as the project got under way. A district-wide committee undertook the study.

Teachers and administrators from all levels of instruction participated in drawing up recommendations for a clearly defined enforceable policy. A cooperative press kept the public informed.

The board adopted the completed statement, which included bases for acceptable behavior, code provisions dealing with behavior, and areas of responsibility. It was printed in booklet form and CTA Field Service has had it reprinted for wide distribution to other districts in the state.

President L. T. Clohan said the instrument makes it possible "to exercise sound professional judgment in employing educational preventive, therapeutic, and punitive measures to promote adequate student behavior."

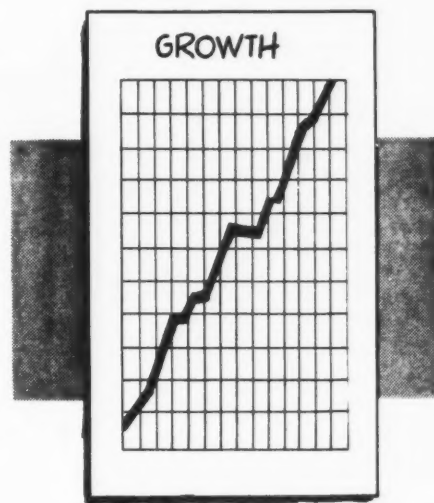
SAN BERNARDINO USES MEMBERSHIP PLAN

"I believe the best way to achieve high membership is to train and inform building representatives so they can give good personnel service to their teachers." In these words Jarrell McCollom, seventh grade social liv-

ing teacher at Rialto junior high, sums up the reasons for her success as membership chairman of San Bernardino Teachers Association.

Last year, with 1142 certificated employees in the city schools, 1008 were SBTA members, 1004 joined CTA, and 654 enrolled in NEA. All but 52 teachers joined one or a combination of several professional associations.

This year's campaign started in June when Jarrell ordered membership materials. Three weeks before school started in September, she compiled a membership packet for each building representative. Packets contained CTA and NEA pamphlets, posters, and booklets, as well as detailed instruction sheets and suggestions for accounting. She kept a membership notebook and a ledger sheet on each school. Her records will reveal current status of the membership drive.



At a conference held by SBTA before school opened, Jarrell distributed the packets to all building representatives. CTA Field Service representatives got the drive off to a good start by providing full information on staff services and membership benefits.

As the campaign progresses a "box score" is published regularly in SBTA Newsletter. A campaign bulletin published by the membership committee keeps building representatives informed.

LEGISLATIVE EFFORT PAYS OFF IN SAN DIEGO COUNTY

Maximum advantage of legislative opportunities was again achieved last spring under the experienced leadership of Mrs. Margaret L. Lemmer, vice president of CTA-SS and legislative chairman of the San Diego County Teachers Association.



Early in the year candidates for the California Legislature spoke to teacher associations regarding their views on major issues involving education. When successful candidates took office, their views were understood by teachers and legislators were familiar with the needs of the schools.

A teacher legislative team remained on call through the year, ready to contact legislators representing all areas of the county. Letters and wires of appreciation were sent continuously to Assemblymen and Senators praising their stands in support of good legislation.

Legislative workers employed the same effort in support of the NEA-CTA position on federal funds for schools.

At the San Diego county fall leadership conference October 17 local legislators were special guests. During the conference new legislative chairmen were trained for all chapters in the county.

The annual budget of the county association includes provision for expenses to carry out the legislative program. Local associations are encouraged to budget independently for this purpose. Administrators cooperate with the program outlined by teachers.

Much of the success of the liaison work on legislative matters is due to close working arrangements with CTA Governmental Relations and Field Service staff men. ★★



P·E·A·

ATTAINS MATURITY

By Harry E. Tyler

Pasadena Superintendent of Schools Robert Jenkins (left) congratulates P.E.A. President Jesse Moses and Vice President Alice Lembke at the opening of association offices in September 1958.

THE PASADENA Education Association is a mature and effective local organization that has successfully met the unusual challenges that it has faced over the years." Thus spoke Ted Bass, assistant field service executive of the California Teachers Association.

The Pasadena Education Association had its genesis back in 1914 when a small group of primary teachers organized the "Pasadena Primary Teachers Club." This local association has undergone several changes in name and purpose in 45 years. There is no question that its recent record of professional and community leadership through dark and stormy days of controversy about the Pasadena schools is evidence that it has attained maturity.

The "childhood" of the little Pasadena Primary Teachers Club apparently was peaceful enough. Its members were largely concerned with the social amenities of the elementary school of that day. After a quiet infancy and childhood, a new name was adopted, the Pasadena Teach-

ers Association, and larger goals emerged.

During this "adolescent" period the association was living in the shadow of a strong school administrator and was frequently dominated, or indulged or opposed by him. The organization worked with the professional problems of that day with varying degrees of success. Its principal concern was with teachers' salaries and the results were probably as successful or even more so, than the usual local group of the time.

But 1950 brought an end to P.E.A.'s adolescence. During the preceding years, several local teacher or administrator clubs or associations had been organized, but in that year they were all merged into one parent organization and it was incorporated under the laws of California as "The Pasadena Education Association, Inc." In this year the P.E.A. was to meet its greatest challenge. The "boy" was about to become the "man."

Two years before, Dr. John Sexson retired after an illustrious 20 years as Pasadena's school superintendent. To succeed him, the board of education had employed the president of the American Association of School

Administrators, Willard Goslin. Two years later, Pasadena was plunged into a bitter controversy about its schools and Dr. Goslin resigned. As the teachers' representative, the Pasadena Education Association found itself in the middle of the strife and had to make a "man's" decision. P.E.A. was blasted into adulthood.

CTA's leadership had been frequently solicited for counsel in association affairs. Ted Bass and Harold Kingsley of CTA Field Service and Lionel DeSilva and Frank McIntyre of CTA-SS were "an ever present help" in this "time of trouble." Under their guidance the association took action that helped to turn the tide of public sentiment and keep Pasadena's schools from utter collapse.

But the events of 1950 were but the forerunner of problems yet to come. In 1951 a comprehensive survey was made of the local schools and community with recommendations for meeting future needs. Bond elections would be required and higher tax ceilings must be voted. School board elections were ahead that would determine Pasadena's school policies. There was the job of rebuilding community support and creating a favorable climate for education and for teachers. There was

Mr. Tyler has been executive secretary of the Pasadena Education Association since 1955.

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much to do to make a program of quality education and a superior school system.

These problems were too great for volunteer leadership with full-time responsibilities in the classrooms. CTA's field representatives advised the employment of professional help to provide leadership, do the "leg work" and build continuity in the association.

The first answer of the Pasadena Education Association was to hire a professional public relations counselor on a half-time basis. But later when he left for a better position he strongly urged that a full-time executive secretary be secured. CTA recommended that the executive be an experienced educator. Ted Bass helped in the definition of the position and in securing candidates.

Mrs. Esther Cogswell, a junior high classroom teacher, assumed the P.E.A. presidency at the time and stepped quickly into the challenge of this recommendation. Association

meetings were held where the matter was thoroughly thrashed out. A "Committee of Fifty" was appointed to visit all schools and prepare the way for a vote. There was just one issue on the ballot, should the local dues be raised to \$20 and a full-time executive secretary be employed?

The mandate of the membership was affirmative and with another unsatisfactory schoolboard election to lend urgency, a P.E.A. committee set out to find a suitable executive. On September 1, 1955, the first full-time executive secretary began his duties.

Here is the record in brief. Two large school bond issues were approved. Two increases in tax ceilings were voted. A new, conscientious and professional board of education was elected. A new, forward-looking and popular superintendent, Dr. Robert E. Jenkins, was appointed. A favorable climate for quality education and a superior school system was created. A new and professional salary structure for certificated em-

ployees was introduced. A greatly expanded membership in the united professional organization now enrolls more than 96 per cent of the city's teachers. The purchase and remodeling of a building for P.E.A. headquarters has been completed.

There is a new respect for public education and for teachers in Pasadena. Morale is high among professional employees of the schools. P.E.A. adopted the motto "proud to teach in Pasadena."

When Ted Bass described the duties of a local association executive secretary he set down 12 points; today this list has expanded to more than 25. The incumbent executive attended 276 meetings last year with a gross estimated attendance of 22,000 persons.

"When the majority of local teachers' organizations reach this maturity, teaching will have attained the status of a real profession." With these words, Ted Bass closed his evaluation of the P.E.A. ★★



The Pasadena association's board of directors meets in its remodeled board room. President Moses (left) and Secretary Tyler face each other in the foreground. J. Allen Hawkins photo.

WE DON'T NEED

MAGIC

By Marc D. Ross

Mr. Ross is chairman of speech at Long Beach Polytechnic high school and editor of TALB TALKS, the 12-page monthly newspaper of his local association.

"TEACHERS must identify their needs and then join together as one if their goals are to be realized." In his first message to the teachers who had elected him president of the Teachers Association of Long Beach, Warren E. Powers offered a plan for the future. Perhaps at no time in the history of the educational system of Long Beach have the teachers been so enthusiastically united in a program of progress.

Let it first be said that identification with a local organization is not achieved by wishing for it in passive terms and vague wishes; it's won by the hard work of people who maintain an unwavering respect for the teaching profession. And it's won by keeping teachers informed of the gains that are made by this effort. Today, TALB is approaching the 100% membership mark — when all teachers will become active in the organization conceived to tend their welfare.

However, in no way may the recent successes of TALB be termed a "Cinderella" story. Nothing happened overnight. No fairy godmothers were involved. The only sorcery was a drive to improve existing conditions for teachers. As the local organization grew there developed a spirit of cooperation between board of education, administrators, and teachers that may well be the envy of all the cities of California. Out of this atmosphere of harmony has

come a series of accomplishments that has drawn praise throughout the state.

Members of TALB hasten to explain that all has not been "sweetness and light." Indeed, the October issue of the TALB newspaper, TALB TALKS, takes issue with what the organization terms a reluctance on the part of the Board of Education to act positively to the TALB Salary Committee's recommendations for salary increase—but there is, always, respect.

The secret behind the action of TALB is that it is planned. Through committees that prepared arguments with supporting facts so accurate as

to make them undeniable, ideas were offered by TALB to the board of education that were practical and logical in the educational progress of the community. The rate of success reflects the thoroughness of the preparation.

Recently, Superintendent of Schools Douglas A. Newcomb took special occasion to pay tribute to the completeness of the study that led to the acceptance of a proposed health insurance plan. This plan, a product of TALB initiative, is so well designed that it promises to be a guide for the entire nation.

Other accomplishments of TALB are no less dramatic. The NEA pre-



BOARD of directors of the Teachers Association of Long Beach studies many professional problems at regular meetings. President Warren Powers is rear, fourth from right.

sented TALB with an award for its sponsorship of two "Candidates' Night" meetings. The first occasion brought candidates and representatives of candidates for Governor and the State Legislature before the people of Long Beach. The second "Candidates' Night" brought the candidates for the Board of Education before the public in similar performance.

By means of documented support, TALB won a salary increase for the teachers which, though substantially below the original suggested figure, was enough to set the minimum starting salary at \$4700 and to bring the maximum salary for one year above a master's degree to \$8950.

While this action would be enough to mark the forcefulness of TALB, it does not tell the complete story. It does not include the fact that TALB began to take a more active interest in education on state and national levels.

Personal contacts with CTA field staff representatives Ted Bass, Bill Kingsley, and Paul Bjelland have resulted in the strengthening of both organizations.

On a national level, TALB gave dynamic support to the Murray-Metcalf Bill.

TALB and the Board of Education joined in sending delegates to the NEA convention in St. Louis and subsequently they have been invited to express the profits of the experience in the Association newspaper.

Another fundamental area of achievement came in a renewed vote of confidence for unified dues. Local unified dues were raised from \$42 to \$50 per year thereby increasing TALB's dues to \$18 per year.

What is doubtlessly an often-neglected element of the growth of local organizations—communications with the members—was a major concern of the TALB leadership. Improved modes of contact were a "must." Schools, through their building representatives, were contacted with general memos and "flash" newsletters. Group discussions were encouraged. Most important of all, the Association newspaper kept the membership alerted to the changes

in policy and to the direction of the concerted action.

Meanwhile, TALB set about putting its own house in order. The Constitution was brought up to date—streamlined to keep pace with the growth of the association. Members were encouraged to attend the frequent executive council meetings and to make their views known to the representatives who guided the organization. At the same time, the board of directors reported to the membership, allowing them to identify themselves with all decisions that were made in their behalf. Finally, members were prompted to attend the board of education meetings and to support TALB policies vigorously.

In addition to this activity, TALB appreciated the need for the teachers to meet on a social basis. As a result of a city-wide announcement of the annual tea for retiring teachers, a large, warm crowd turned out to say a formal farewell to the teachers with whom they had worked through the years.

One of TALB's "unsung heroes," Ruth Moeller, was particularly effective in extending a genuine welcome to the new teachers of Long Beach. Her behind-the-scenes volunteer task was to aid these teachers to find housing.

When this new fall semester was a week away, the teachers new to Long Beach were invited to an informal coffee hour to meet their fellow teachers and to become acquainted with their local professional organization. When the time came for subscription to TALB they had an educated reason for wanting to become part of the organization.

During the course of the year, TALB sponsors a city-wide bowling league—another opportunity for teachers to get together in a casual atmosphere.

It is part of any good planning program to set high sights for the future—to "identify their needs"—and TALB has taken major steps in this direction. For the first time, concrete action has been taken to provide a building fund for that time when TALB can own its office.

But TALB did not regard itself as an organization of teachers independent of the community. To establish itself as an integral part of city life, the first annual award to private citizens making outstanding contributions to education was presented to long-time supporter of educational development in Long Beach, Henry F. Burmester, former editor of the local *Independent, Press-Telegram*.

As part of the further planning for tomorrow, TALB is now gathering support for its very realistic suggestion of a \$6000 to \$12,000 salary range.

And, in addition to the present committee working to set and maintain high standards for the teachers of Long Beach, TALB plans to establish a committee that will advise and/or represent a teacher in instances where the welfare of that individual teacher is concerned.

Some time ago, TALB offered the idea of a duty-free noon hour for elementary school teachers. The alertness of Long Beach to the needs of the teachers resulted in the adoption of this idea and the setting of a pattern since duplicated by many California school districts.

What may be concluded by this remarkable record of achievement and by the stated plans for the future is that ANY association of teachers can accomplish worthwhile things if the entire community can be enlisted in the fulfillment of planned activity. Throughout the various stages that lead, ultimately, to fruition, it is necessary never to lose respect for opposing viewpoints. The behind-the-scenes thoroughness of preparation is the only solution to problems. The dedicated worker is the most valuable asset an organization may have.

But NEVER underestimate the power of adequate—no, better-than-adequate—communication among the members and with private citizens in the communication. If you have a program to sell, people must be informed if they are going to be expected to act upon it.

"Teachers must identify their needs and then join together as one if their goals are to be realized." ★★

TOWARD PROFESSIONAL GOALS

Diablo Valley College Faculty Association sets high goals and achieves them through an active year-round program.

"PRIDE in one's role, high morale, and professional maturity—these grow out of a broad and active program voluntarily sponsored by a teacher's organization."

In these words a member of the executive board of the Diablo Valley College Faculty Association summed up the year's goals for his organization program.

"Sounds abstract and theoretical," observed a *Journal* reporter. "How do you translate that into the way you live and work, the way you established a reputation for stable growth and progress?"

Answers to this question came from Lenard Grote, quiet, soft-spoken social science teacher at Diablo Valley college, now serving his second year as president of DVCFA. And they came from Dick Worthen and a half-dozen other active members of the faculty group. But mostly the picture of a typically thriving

CTA-chartered chapter at the college level grows from the outlines of an action-packed schedule.

The 67-member DVCFA chapter is six years old and it has grown sturdy though planted on rocky soil. One observer notes that growth may be attributed to healthy stock to begin with, combined with the necessity to fight for survival. Strength came from inside the group of professionally-minded teachers, not from an outside paternalistic coddling.

Leadership makes the difference, according to a CTA Field Service representative who worked closely with the association through a trying personnel standards case. Grote, an intelligent and capable teacher, had led well, not from personal dynamism, but through a knack for guiding the group to democratic decisions. Buffeted by colliding forces through his first year as president, he

accepted an unprecedented second term because he felt a sense of responsibility for a growing program of genuine achievement.

That capacity for leadership in professional organization is elsewhere available in the group is evident from the objective projects undertaken by committees, projects having no direct bearing on welfare status. Located in one of the largest junior college districts in the state, Contra Costa county will eventually have four campuses and the swirling cross-currents of population have caused professional problems requiring farsighted and objective leadership throughout the area. With the chances for false starts and complete failure always present, the success of the DVCFA program is a tribute to the courage and tenacity of a few teachers who believe in the goals they set.

Last year the association sponsored two major professional conferences.

In November citizens and educators of the county attended a symposium on "The Emerging Role of the Junior College." The community heard a panel discuss current problems of the junior college movement and joined in the general discussion.

In May a second conference was held, this time on "The Image of the Junior College Instructor." Instructors and administrators from 15 northern California colleges attended. Keynote speaker was Leland L. Medsker, vice chairman of the Center for Study of Higher Education at the University of California. Seven groups discussed aspects of the teacher's role at the junior college level.

The latter conference confirmed the planners' belief that no speaker can represent teachers quite as well as teachers themselves when they have the time and opportunity to ex-



STUDENT PRESIDENT of the Diablo Valley Education Club, Claudia Laird, consults with Dick Worthen, standing, and Norris Pope of DVCFA.

plore and share their own knowledge and feelings.

One committee visited Congressman John Baldwin to seek his support of the Murray-Metcalf proposals for federal support of education. Another called on State Senator George Miller to discuss modification of the State Teachers' Retirement System.

Association support of a student Education Club was climaxed by a teacher recruitment program where CTA Executive Secretary Arthur F. Corey spoke to an audience of 500 students and citizens.

The association set up a fund known as the Leland L. Medsker Award, which was used this year to help Mary Lynn Hornbeck continue her studies for a teaching career.

As part of the association's program in orientation, a handbook for new teachers on the staff was produced and distributed this fall.

Perhaps one of the most significant achievements of the past year was the formal request from the faculty group with the approval of the district superintendent for a detailed study of staff communication and employee morale. When the state CTA Personnel Standards Commission

completed its study, the local association gave its full support to the implementation of its recommendations. Even when there appeared to be a complete break of communication between the district administration and the teachers, members of the chapter exhibited a high degree of professional idealism and objectivity as the investigations and hearings proceeded.

To clarify its position in regard to policy-making—one of the major issues in the Personnel Standards Commission study — the association's Professional Relations committee adopted a statement which clearly defined its role in relation to the district administration:

"DVCFA members have no wish to make policy or control policy-making. They wish only the assured opportunity to discuss with proper authority (governing board or superintendent, as the case may be) all proposals which significantly and directly affect teachers or classroom teaching before these proposals become decisions.

"This is the teachers' and governing board's professional responsibility. A properly equipped teacher is

prepared to offer valid and valuable advice on professional matters, and he is not fulfilling his professional obligations if he does not seek to offer it. The governing board, in turn, is not fulfilling its obligation to the public if it does not make full use of a resource for which public funds have been expended. This is also the teacher's right. Those affected by a policy should be heard when the policy is being developed.

"On the other hand, teachers have no wish to be involved in the administration or management of the district beyond the faithful and efficient fulfillment of their assigned roles. Once a policy has been established, the faculty member is obligated to help execute the policy to the best of his ability. He will seek the revision of policies which appear to him to be defective."

With this tacit understanding, once formidable obstacles to organizational growth may be melting away.

Individually and collectively, the members of Diablo Valley College Faculty Association are finding that the ideals stated in their current goals are not unattainable; they have material form here and now. ★★

Introducing

A NEW JOURNAL FEATURE . . .

"Dear Professor," a short but pertinent column, will appear monthly in *CTA Journal*. Some of the thoughts of a classroom teacher will be reflected here as he directs them to his mentor of college days. An imaginary professor, maintaining contact with his former student, goads with critical comment and questions. And the teacher, forming his personal philosophy regarding his profession, argues it out with his friend. *Journal* readers will be invited to look over the shoulder of the teacher as he puts his thoughts on paper. The debate may go on endlessly . . . but it should be fun to listen.

The feature will be written by Donald W. Robinson, Ph. D., (his signature is an authentic "Don") teacher of social sciences at Carlmont high school, San Mateo county. Dr. Robinson, former dean of California College of Arts and Crafts, Oakland, is a versatile and prolific writer on educational subjects, drawing on a broad academic background and an active interest in a changing world. The *Journal* is happy to introduce Dr. Robinson as contributor of what promises to be a challenging and interesting series. ★★

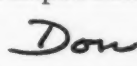
Dear Professor

You are certainly right that teachers tend to be a humorless lot—and why shouldn't they be?

When they try boldness they are sacked by the un-American Committee or its local patriotic equivalent. When they try caution they are called sheep.

When they try being serious they are lampooned as egg-heads. When they come down to earth and act like regular fellows they are accused of anti-intellectualism. When they fight for salaries high enough to allow them the luxury of a summer for independent study or travel they are accused of forgetting the sacrificial tradition. When they don't work aggressively for their own interests it's, "What do you expect, just sitting back waiting. You've got to fight for what you want in this world."

Of course it's not as bad as it used to be. The oldtimers who inspired the original school marm and school master cartoons must have been real squares.

Teachers aren't the grim and battered lot they once were, and even if they are not as fast with the quip as the boys in the gray flannel suits or can't come up with the latest psychiatrist story, you just know that way down deep they have a well developed sense of humor. At least if they have been teaching more than a year or two they have. They'd have to. 

THE FOURTH -- THE ROD

By Frances Coolidge

BEFORE child-centered schools came into vogue, it was the child who worried over the spankings; now it is the teacher who worries over such questions as "What can I do with a rebellious pupil? Am I safe in using corporal punishment? How does the new state law on punishment affect my rights?"

The law recently enacted on the use of corporal or other punishment adds Section 10853 to the Education Code. It reads:

The governing board of any school district shall adopt rules and regulations authorizing teachers, principals, and other certificated personnel to administer reasonable corporal or other punishment to pupils when such action is deemed an appropriate corrective measure.

Before teachers and principals take advantage of this new law, they should know the answers to the following questions:

1. Does the new state law give all teachers the right to use corporal punishment?

As this law has not been interpreted by the courts, any statement on its intentions is opinion. In view of this, it is the belief of the author

Mrs. Coolidge, a teacher in Union district, San Jose, wrote a master's degree thesis on laws governing corporal punishment of children in the U.S., now being prepared as a CTA Research Resumé. Legislators used her research last session. Her summary above has been carefully checked by attorneys.

of the law and of CTA attorneys that a school board may prohibit corporal punishment. The law does, however, require rules and regulations on punishment. Such rules and regulations are left to the discretion of each school board.

2. Is a teacher who uses corporal punishment liable if such punishment is permitted by a state law and local board rule?

A teacher is liable, both civilly and criminally, for excessive or unjustifiable punishment. Regardless of the intent a statute or board ruling may have, a teacher or principal who uses corporal punishment must be able to justify his actions. Anytime a teacher uses corporal punishment he assumes the risk of a civil suit.

3. What types of legal action can be instituted against teachers who use corporal punishment?

There are two types of legal action which may result from the use of corporal punishment. The state may bring criminal charges against a teacher for assault and battery in cases where the punishment is suspected to be unreasonable or excessive. The object of this suit is to seek a penalty against the teacher, such as a fine.

The second type of legal action is a civil proceeding for assault and battery instituted by the parents of the child. The object of such a suit is to recover damages. A teacher who

uses excessive punishment may be faced with both criminal and civil action.

4. How much may teachers be fined for excessive use of corporal punishment?

In cases of criminal action, the Penal Code sets the fine for assault not to exceed \$500, or imprisonment in the county jail not exceeding six months, or both. The fine for battery is set at not to exceed \$1,000, or imprisonment in the county jail not exceeding six months, or both.

Judgments in cases of civil action may be any amount. They have ranged from \$1 to \$9,000 in the cases reviewed.

5. Is a principal liable for his actions if he administers punishment at the request of a teacher?

A principal is just as liable for his actions as a teacher. In the past, the courts have held that he does have the right to rely on reports made by teachers of the pupil's misconduct, but the punishment he inflicts must be reasonable and warranted.

6. Does the use of force to restrain a pupil constitute corporal punishment?

The courts have not defined corporal punishment. In both criminal and civil cases involving punishment of children, the teacher is charged with assault and battery. Assault has been defined as an unlawful attempt to commit a violent injury on the per-

son of another. Battery is any willful and unlawful use of force or violence upon the person of another. Whether or not force used to restrain a pupil would be considered undue force would depend upon the circumstances of each case.

In the civil trial of *Calway v. Williamson*, Connecticut, the principal tried to force a defiant pupil to go to his office. The boy used vile language, kicked, and scratched so that the principal was forced to push him to the floor. Holding the boy's wrists, the principal knelt on the boy's abdomen with one knee. The pupil still resisted so the principal sat on him until help arrived. The court decided that while the boy was under duty to submit to reasonable punishment, he was not required to submit to being sat upon by the principal and was justified in trying to escape. The pupil was awarded damages for his injuries.

7. What is considered reasonable corporal punishment?

The terms "reasonable" and "unreasonable" have not been defined by the courts. Each criminal or civil case involving corporal punishment must be judged by the facts of the situation. In determining the reasonableness of a punishment, the courts do take into consideration the following factors:

- a. The offense and past misconduct of the pupil.
- b. Motive and disposition of offending pupil.
- c. The age and physical condition of the student.
- d. The influence of the misconduct on other pupils.
- e. The teacher's motive and the instrument used.
- f. The comparison between the severity of the punishment and the gravity of the offense.
- g. Nature of the punishment, both the means by which it was inflicted and the extent of injury to the pupil.
- h. The educational purpose for which the punishment was administered.

8. How is excessive punishment determined?

The courts have not established a demarcation between excessive and

moderate punishment. Court decisions vary depending upon whether a particular court regards excessive punishment as that which leaves permanent injury, or that which is unjustifiable and unwarranted. Punishment may be judged excessive even though it is moderate in degree if it is not warranted.

As an example, a principal, on coming into the auditorium, noticed a disturbance among some boys. He stepped in and slapped a boy on the back of the neck. The boy denied he was responsible for the disturbance. The principal was sued in the civil court and found guilty of excessive punishment.

Another principal spanked a boy for fighting. As it was the boy's second day of school and as the principal did not investigate the circumstances thoroughly, the punishment was held to be unwarranted and excessive by the court.

Each court determines whether or not a punishment is excessive by the circumstances of the case. The decision also depends upon each court's interpretation of the term "excessive."

9. What are some offenses of pupils held to be punishable by corporal punishment?

A review of over 60 court cases revealed that the courts have ruled that reasonable and warranted physical punishment will not render the teacher civilly liable if the punishment was administered for such misconduct as:

- a. Assaulting the teacher.
- b. Abusing other pupils.
- c. Bringing obscene writing and pictures to school.
- d. Injuring or destroying school property.
- e. Insubordination.
- f. Using profane language.
- g. Violating school rules.
- h. Quarreling or fighting.

However, as the terms "reasonable" and "warranted" have not been defined by the courts, and as each case on corporal punishment is unique in its circumstances, the teachers who use such punishment, even for the misconducts listed above, do so at their own risk.

10. Wouldn't punishment be more effective if the pupil was spanked when he committed the offense rather than waiting for a witness to be present?

The punishment may be more effective, but the teacher is more vulnerable to civil suit. Without a witness, the details of the punishment become the child's word against the teacher's. Other children do not make competent witnesses.

One principal who used corporal punishment on a junior high school student was wise in having a witness. On the way home from school the boy tried to rob a service station and was severely beaten by the attendant. As he could not tell his mother the truth, he told her the principal was responsible for his injuries. When confronted with a witness to the punishment at school, the boy confessed the true source of his abrasions and the principal was saved the embarrassment of a trial.

11. What can a teacher or principal do to lessen the liability involved when using corporal punishment?

Because there is always the chance that the inflictor of corporal punishment might be called upon to defend his actions in court, he should take some steps to protect himself. The following suggestions were drawn from a review of many court cases and are offered as precautionary measures rather than a solution to the problem of spanking.

- a. Keep an annotated record of the pupil's misconduct.
- b. Never punish on the first offense.
- c. Investigate thoroughly to be sure punishment is warranted.
- d. If possible, get a note from parents giving permission.
- e. Take into consideration the health and age of the pupil.
- f. Be sure the offense warrants the type of punishment. A drunken student may, of necessity, require stronger handling than a boy who disturbs the class.
- g. Always inflict punishment before a reliable witness.
- h. Never use fists as an instrument for punishment.

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NO ONE believes that teachers are solely responsible for treating personality disorders of emotionally disturbed children. But every teacher will ask himself, when facing a child with severe behavior problems, just what his professional responsibility is concerning his action in the child's case.

The answer to the problem does not lie in the equally sterile alternatives of keeping the child in class at all costs or in simply expelling the recalcitrant because he cannot meet normal standards of behavior.

A solution which benefits the child, the teacher, the class—and society as well—is to establish a thoroughly professional service within each school district for helping problem children adjust in the classroom. Where such adjustment is admittedly impossible, a suitable school program must be established for children who need special care.

This action will permit thousands of children to have a learning experience in a relaxed atmosphere, rather than the tense, turbulent school day which is often the case. Teachers also will be spared the impossible task of teaching children who are unable to benefit from normal classroom procedure.

If a child must be removed from a classroom, or even considered for such action, it should be recognized that he has a problem which requires the attention of specialists. To delegate this assignment to teachers with an interest in counseling is parallel to allowing a first year medical student to perform complicated surgery. The odds for success in either case are equally dismal.

Specialists in the understanding of personality problems are properly qualified social workers, psychologists and psychiatrists. Working together as a guidance team, their skills and knowledge complement each

other in gaining the fullest understanding possible of the youngster and his actions.

While a number of children may act belligerently, each will have a different motivation. In one instance an unsuspected physical handicap, such as poor eyesight or loss of hearing, may result in frustrated aggression; another youngster may be so fearful that he reacts to almost everything as if attacked, and strikes out in self-defense. One of the most frightened boys I have known shadow-boxed with a knife in the school halls in an effort to frighten off any would-be attackers. Another child disrupts the class because he feels worthless and guilty and unconsciously desires punishment to alleviate his guilt. Another attacks because he must

prove to himself again and again that he isn't a coward, though his feelings of cowardice are based on a relationship with his father which can never be exorcised by a hundred victories in school. Similarly there are many reasons for a child being morbidly withdrawn and uncommunicative.


The symptoms may appear to be the same but in actuality the quality of the reaction is vastly different and the treatment must be predicated on an understanding of the child, rather than on the nature of the symptom.

In one regularly scheduled school conference composed primarily of teachers, the guidance teacher described a youngster who continually cut the gymnasium class. He had spoken to the boy and learned that he

Mr. Fellner is a child welfare supervisor with the San Mateo County Department of Public Health and Welfare. His article, stimulated by news accounts of possible revival of special anti-delinquency schools in metropolitan centers, is a controversial theme of interest to all educators.

Ronald M. Lambert, chairman of CTA's Youth Activities and Welfare Committee, reports a growing interest in the alternatives for action on the school problem child. Neither the committee nor the State Council of Education has established a clear policy in this area, however.

Recognizing Mr. Fellner's point of view as that of a non-educator, the Journal publishes the article in the hope that it may provoke discussion or that it might stimulate an article from a teacher or superintendent who can testify that "the program works in our district and here's how . . ."



A PLACE FOR SCHOOL PROBLEM CHILDREN

By I. W. Fellner

was embarrassed because he was overweight and because the other boys made fun of his somewhat effeminate mannerisms. The teacher encouraged him to lose weight and overlook the teasing, but the boy continued to cut the class. He was warned that he would not be promoted and eventually his father was summoned to school to lecture him. None of these approaches worked. The boy was as adamant as ever and the teacher was at a loss on how to proceed. It was thought that expulsion from school was the only alternative.

In a similar situation, though admittedly a different one, where professional services were available, the guidance team reached the conclusion that a youngster was having dangerous conflicts over his sexual identification and needed to be protected from homosexual impulses. On the basis of a medical statement by the psychiatrist the boy was excused from gymnasium class for as long as was necessary. The principal conferred with the social worker on how the boy could make up the educational requirements in order to graduate with his class and the gymnasium instructor was apprised of the problem. Meanwhile the boy entered a treatment relationship which enabled him to uncover stored-up feelings and to share his problems with someone who could offer him strength and understanding.

Where there is a guidance team, school personnel consult the social worker on the problem. The social work consultant may be able to bring some ideas which enable the teacher to better understand and cope with the problem, or it may be necessary to interview the child and perhaps the parents. The psychologist may administer intelligence tests, or if there is a clinical psychologist on the staff, it is frequently of great value to administer projective tests, such as the Rorschach and Thematic Apperception Tests. If indicated by the nature of the child's symptoms, the psychiatrist may see the child to contribute his greater understanding of internal conflicts.

While it is not the function of a school system to engage in treatment

of personality disorders, it is the school's responsibility and opportunity to see that personality problems are recognized and referred for the help they need. The hopeless, sterile kind of conference among school personnel can be eliminated with the establishment of professional services which include consultation to the teacher, direct work with the child and his family and referrals to other community resources. Such resources can help the family with basic problems.

Unfortunately most school systems have been slow to recognize the necessity for staff with competence in fields other than teaching. Here in California, as well as in a number of other states, psychologists and social workers are required to have a teaching credential in order to practice their professions in the school. Carrying this a step further, doctors and perhaps janitors will be required to have a teaching credential to practice their functions in the schools. This form of vested interest control serves to restrict the use of qualified specialists and places the burden of treating children with profound personality problems on the teaching staff, without recognition that this can only lead to frustration and failure. Recent proposals by the California Teachers Association to reform the legal credentialing system for teachers may provide a remedy.

Even with professional guidance services, there will be children who are not able to fit immediately into a regular classroom. The responsibility for providing suitable learning experiences for these children clearly rests with the schools. It is no longer enough to provide education for the average child, and the devil take the rest. The hundreds of thousands who are physically disabled or mentally retarded or only able to benefit from special programs are just as entitled to learn in school as are the more fortunate; and the increasing number of special schools and classes is witness to an increasing recognition of this right.

However, we have been slow to recognize that children with emotional disabilities are just as entitled to be educated. Nowhere but in a

few schools connected with residential treatment centers are these children given an atmosphere and a program in which they may also learn. Such programs in each school system are the solution for children who need time and special help before they can make it in regular classes.

Education for children with emotional difficulties is an exciting field in its own right. New techniques have been developed which make it possible for children to master themselves and the three R's at the same time. Experts in this field, such as Sheldon Cohen, principal of the Bellefaire School in Cleveland Heights, Ohio, bring genius to the problem of providing a personal approach to the group setting of the classroom. Not only are teachers helped to approach each child individually through conferences and training programs, and do the children have individual assignments related to their needs, but even the location of each child in the room is carefully considered so as to provide the environment best suited for learning.

Here a child who is threatened by being near others has his desk face a wall. Another child who needs to be reassured of the teacher's interest sits almost next to the teacher; one who is fearful of authority sits far away. Secret arrangements exist. The child who wets himself gives a sign and leaves the room immediately and without embarrassment when he has an "accident." Another child leaves when the inner tension and pressure he feels threatens to explode. There is little reason to fear that advantage will be taken of the teacher, because, whatever their behavior, all children wish to be normal and adequate like everyone else.

Work assignments vary greatly. A child may only work on one subject if his competence in this subject will give him confidence to tackle others. A poor reader is given a special reading book which tells an interesting story about trains—his hobby. A boy with an I.Q. close to genius who can not work out of a book is given a project blueprinting the operation of a radio. Another child draws a very

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Absence from duty

Q. One of our teachers was forced to be absent on personal business (court appearance on a law suit), and his salary was deducted for the days missed even though no substitute was hired. Other teachers used their preparation periods to cover for him. Is the district legally entitled to do this? If so, could the amount deducted be divided among those taking his classes?

Ans. The district does not deduct a full day's pay "for a substitute" if the absence is due to reasons other than accident, illness or quarantine. The deduction for absence from duty is mandatory and has no relation to the amount of the substitute's pay.

The second question has been answered differently in different counties, but the general attitude is that teachers already are receiving salary for the full day and that additional payments for services rendered during the same time for which salary is being paid would constitute a gift of public funds.

There is often confusion among teachers regarding questions of salary deduction. This misunderstanding would be lessened if it were remembered that the Education Code provisions regarding deduction of the amount actually paid a substitute appear only in respect to absence for illness or accident in excess of the accumulated sick leave. Unless local policy has been adopted to apply this principle to other types of absence, the district must deduct a full day's salary. It's not really an injustice to the teacher absent for personal business, but it may well be an undue burden to those who handle his classes.

Benefit—not bonus

Q. Is there an added bonus for those persons who continue teaching to the age of 65? Would such a bonus be given to a teacher who completed only 29 years of teaching at the date of retirement?

Ans. Retirement benefits are com-



*What I'd like
to know is...*

Professional questions answered by

HARRY A. FOSDICK

CTA Public Relations Executive

puted on the basis of the age at the time of retirement, the number of years of service, and the salary earned. Thus the older a person is at the time he retires, the larger will be the annual benefits. This does not constitute a "bonus," since each member's benefits are figured individually anyway.

Advertise to tutor?

Q. A problem has arisen regarding tutoring I'd like to do. My main concern is how to solicit this trade. Would it be ethical for me to advertise in the local paper? Would it be inconsistent with professional ethics for other teachers to recommend me to any of their students who might be encountering difficulty with their studies?

Ans. The only policy which the Personal Standards Commission has enunciated regarding tutoring is that a teacher must not receive pay for tutoring his own pupils. Whether or not advertising in a local newspaper would be an acceptable means for soliciting pupils would depend largely on the content of the advertisement. We did have one case in which such advertising distinctly reflected on the quality of teaching being done in the local school system.

There is danger in having teachers recommend colleagues for tutoring

services. The impression could be gathered that a practice similar to medical fee splitting was in progress, or that the teachers themselves might not be providing the individualized instruction which should be available. The Commission has stated that it is almost impossible to define hard and fast rules, but that the prevailing guide should be to avoid any practice which might reflect doubt or discredit on the schools or the teaching profession in your community.

Probationary period

Q. In computing the three years' teaching in a district to be eligible for tenure, must the three years be consecutive? In this case, the teacher served two years, took a year of maternity leave, and then returned for the third year and was told that she was starting over on her probationary period because of the interruption of service.

Ans. If the teacher requested and was granted leave by the governing board, the period of leave does not constitute an interruption in the "three consecutive years of probationary service." Of course, the year of leave does not count as service. If the teacher resigns and remains out of the district for a year, then he would be in his first year of employment when re-employed.

Funeral leave

Q. I took three days leave at the time my father-in-law died and then was notified that unless he had been living in our home, my salary would be deducted for those three days. I maintain that I had no knowledge of the school law definition of "immediate family" and at the time of the death was too disturbed to inquire. I feel that I should be allowed at least the day of the funeral without salary deduction. People in other fields have an opportunity to work extra hours to make up lost time if they don't receive leave to attend funerals.

Ans. According to interpretations of state law as rendered by most county counsels, the district is en-

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NEWS from professional fronts

State Association

WILLIAM G. CARR, NEA executive secretary, was principal speaker at the dedication of CTA's new headquarters building in Burlingame Saturday, October 17. "A building is to serve," he said. "It will be a workshop, a center, and a symbol. Like the wheel is to its hub, the building may serve as the center of activity but its strength and movement will come from the circumference." Arthur F. Corey, CTA executive secretary, paid tribute to far-sighted membership and to the builders in a stirring dedicatory address. The new conference wing was filled to capacity with a distinguished audience. The brief ceremony, presided over by Mary Stewart Rhodes, was followed by inspection tours of the modern facilities.

STATE COUNCIL of Education will have its semi-annual meeting at the Hotel Ambassador in Los Angeles December 4-5. Changes in CTA by-laws recommended by the Panel on Evaluation of Services and Dues, being studied by the board of directors this month, will probably be ready for preliminary discussion and action at this meeting. Standing committees and commissions of CTA will have regular work sessions.

JENNIE M. SESSIONS, member of CTA Commission on NEA Relations and one of the three California NEA directors, has been appointed to the Accreditation Commission of the California State Board of Education. She is the first classroom teacher to serve with the agency which advises the board on the accreditation of institutions preparing teachers for professional careers. She has been a member of the CTA Commission on Teacher Education, a member of the California Council on Teacher Education, and has represented California at three national TEPS Commission conferences. A member of State Council of Education for six years, she has served on salary and retirement committees and was chairman of the tenure committee. Dr. Arthur F. Corey is also a member of the accreditation commission.

WILLIAM A. CHESSALL, former member of the CTA board of directors, retired from the profession last summer after serving 40 years as teacher and administrator at his home school, Ukiah high school. He had served as principal and superintendent since 1948. A member of State Council for 20 years and a director for 16 years, he had served as CTA vice president for two terms. "Bud" has continued to participate actively in the civic and business affairs of Ukiah and Mendocino county.

DENIAL of minimum salary to a kindergarten teacher serving only in a three-hour morning session was ruled illegal in a decision rendered by the District Court of Appeals recently. Mrs. Anne R. Heckley was the teacher who won a writ of mandate directing the Oakland Board of Education to pay her an additional \$765.74, thus reversing the Superior Court judgment in favor of the district. Action was initiated by the teacher when the Oakland City Schools refused to accept the opinion rendered by CTA attorneys Johnson and Stanton. The Appellate Court decision follows the same argument stated by CTA legal counsel. The Court acknowledged that a district would be entitled to assign a teacher additional duties under these circumstances, or to refuse to employ a teacher who did not wish to serve more than one kindergarten session, but held that it could not deny her at least minimum salary when she served "full time," which is defined as at least a minimum school day. Oakland's Board of Education is appealing the decision to the State Supreme Court.

CONSULTING GROUPS held throughout California last January and February produced 306 detailed reports. CTA Research has prepared summaries of consensus reached on each of the nine questions proposed in the field of teacher education. Half of the groups had from 5 to 10 participants, 26 per cent had 11 to 15, and 13 per cent had 16 to 30. Less than 5 per cent of the groups had more than 31 participants. It was expected, in preparing for the second round of consulting groups next January and February, that the number of groups would increase materially.

ELINOR SHAW, for ten years secretary to Robert E. McKay of the CTA staff and for the last two years legislative consultant, resigned September 12 when she became Mrs. William A. O'Brien, wife of the presiding judge of San Francisco municipal court.

TWENTY DOLLARS a month per teacher is the estimated value of the new survivor benefits added to the California State Teacher Retirement System by the 1959 Legislature. Another value fought for and won by CTA in the recent session was AB 1000, which directed \$64 millions of state funds to public schools, equivalent to an average salary raise of six per cent for every California teacher.

HOLIDAY closing of state CTA offices in Burlingame (as well as branch offices) is scheduled for November 26-28, December 24-26, and January 1-2.

UNDERWRITER of the CTA-sponsored automobile and home fire insurance programs, California Casualty Indemnity Exchange, has opened a new branch office at 2015 J Street, Sacramento. Andrew Spooner is office manager and his phone number is HICKORY 4-8323. The firm now services over 2000 CTA policy holders in the Sacramento area.

CTA Sections

MELVIN KELLER, elementary principal at Village Oak, San Joaquin county, was appointed acting president of CTA Bay Section following the tragic death of Irene Scott July 18.

MATT KRIER, new Bay Section staff man, is editor of a bright new publication titled "Bay Section Briefs." He has also redesigned and enlarged the quarterly "Bay Section Reporter," a five-column, four-page tabloid. New Field Service men on Bay Section staff are **WILLIAM BOUTON**, former president of Richmond Education Association, and **HERB FOREMAN**, former teacher at Sherman elementary school in San Francisco.

Border to Border

PROF. HARVEY E. WHITE, U. C. physicist, will discuss the successful nationwide educational television course "Continental Classroom" at the November 24 annual dinner meeting of the California Schoolmasters Club at Franklin elementary school in Berkeley.

"**BOOK SELECTION** and Censorship" is the title of a book by Marjorie Fiske, a social psychologist whose work was financed by Fund for the Republic. Published by University of California Press in October, the 158 page book sells for \$3.75. It describes the secret burning of books by California librarians after one woman campaigned against works she regarded as obscene.

E. MAYLON DRAKE, superintendent of Duarte school district, was named winner of the 1959-60 S. D. Shankland Memorial Scholarship for graduate study in school administration. Formal presentation will be made at February convention of AASA by Associated Exhibitors of NEA.

OLYMPIC GAMES, their history and modern development, is a subject being used in many California classrooms this fall and winter. The VIII Olympic Winter Games will be held at Squaw Valley, Lake Tahoe, February 18-28. The 11-day competitions will attract over 1000 athletes from 34 nations and will be the biggest winter sports event ever held in the United States. After the Games the facilities will become part of the state park system. For further information, write Organizing Committee, 333 Market Street, San Francisco 5.

POPULATION increases in California, based on student enrollments in a typical period and arbitrary but realistic school sizes, leads to the necessity (to house new students, not to replace worn-out or inadequate plants) to open one new elementary school every other morning, one new secondary school every week, and one new junior college plant every other month. These are estimates of growth set by Dr. Orrin D. Wardle, associate professor of education at Fresno State College.

"**MOST SIGNIFICANT** high school erected in the United States" is the description of Mills High School, San Mateo county, in the November issue of *Architectural Forum*. In an article written by a staff man at the University of California, the trade journal applauds architectural features of the utilitarian school plant. Mills high is across the street from the state headquarters building of CTA.

GRADUATE students pursuing advance studies at Stanford University totalled 3,600, pushing the university's total fall enrollment to 8,900. Registrar estimated there were 5,300 undergraduates, 3,550 men and 1,750 women, as instruction started September 30.

"**CULTURAL Stresses In the Schools**" will be the theme of the annual meeting of the California School Health Association scheduled for November 7-8 at the Hacienda Motel in Fresno.

ANNUAL WORKSHOP of the California Council of Adult Education will be held November 13-14 at Disneyland Hotel, Anaheim. A board meeting will be held in conjunction with the workshop. Purpose will be to clarify the position of adult education in the American system.

FRAN FERRY, president of Sequoia Union District Teachers Association, San Mateo county, had an outstanding war record as a Navy pilot in the Pacific. His awards included the Navy Cross, the Silver Star, two D.F.C.'s, four Air Medals, and a Navy Commendation. Ferry is the founder and past president of two other teacher associations, one in Nebraska, the other at Half Moon Bay.

"**YOU ASK** for it and we will teach it" is a fallacy accepted by educators, according to J. Lyman Goldsmith, supervisor of Los Angeles city schools, speaking before the Los Angeles County Industrial Education Association October 19. He suggested that "we stop extremes, establish a priority of objectives, and raise educational standards."

BUSINESS-EDUCATION DAY in San Francisco October 30 saw a record 3,800 teachers visit over 200 business firms for plant tours, luncheons, and conferences. Growth of this ninth annual event indicates that "understanding, rapport, and teamwork between educators and those in the economic world are essential to American progress."

DELAY in obtaining clearance on use of major convention facilities for the scheduled meeting of National Education Association in Los Angeles next summer caused some discussion last month of a plan to shift the site to an eastern city. By mid-month, however, the Democratic National Committee had agreed to surrender use of the mammoth Sports Arena in Los Angeles' Exposition Park for four evening meetings during the week of June 26-July 1. The Arena had been contracted for technical preparation for the Democratic convention to be held in July. A large southern California committee of teachers is proceeding with preparations for the NEA assembly, which will probably attract 20,000 delegates and visitors. Dr. Chester Gilpin, CTA-SS associate executive secretary, was named co-chairman of the convention committee.

A CODE OF DISCIPLINE was announced last month for students of Los Angeles city school system by Superintendent Ellis A. Jarvis. Suspension or expulsion may be invoked when other means of correction have failed for offenses including disobedience, persistent defiance of authority, membership in fraternities or sororities, smoking, habitual profanity or vulgarity, truancy, stealing, use or sale of alcoholic beverages, and use or sale of narcotics. Parents of the 600,000 students in the city received brochures spelling out the new rules adopted by the board of education.

CITIZENSHIP and scholarship of its students was the basis of the 18th annual Bellamy Flag Award, which was received by the student body of Berkeley high school on Columbus Day. This is the first time the award, which honors the memory of Francis Bellamy, who wrote the 31-word Pledge of Allegiance, has been presented in California. The two-hour ceremony in the high school auditorium included introduction of distinguished alumni (including two congressmen, two assemblymen, two Nobel prize winners, three judges, four university administrators, and an admiral). Principal address was delivered by Dr. Glenn T. Seaborg, chancellor of the University of California, on the subject of "Education in the Age of Science." Principal J. Elwin LeTendre received hundreds of congratulatory messages from national leaders.

National Scene

CORMA MOWREY, NEA president in 1950-51, has been appointed associate director for lay relations on the NEA staff, effective October 1. Dr. Mowrey, a direct, forceful woman, has been director of professional services of the West Virginia Education Association since 1943. She will work with Glenn E. Snow, assistant executive secretary, in directing projects with youth-serving agencies, women's groups, religious organizations, and professional, fraternal, and business groups.

AMERICAN EDUCATION WEEK — November 8-14 will give 26 million parents and other citizens opportunity to learn about their schools. On the theme "Praise and Appraise Your Schools" there will be seven daily topics which will suggest areas for discussion and exhibition. Sponsors of the annual event are National Education Association, American Legion, U.S. Office of Education, and National Congress of Parents and Teachers.

FREEDOMS FOUNDATION'S deadline for nominations for the Valley Forge Classroom Teachers' Medal is December 31. Twenty nine California teachers won this national recognition from the Foundation last year. They were cited for "exceptional classroom work on behalf of responsible patriotic citizenship and the American Way of Life."

HEALTH and physical education must be an integrated part of the school curriculum, the National Conference of Physicians and Schools declared at its seventh annual meeting in Highland Park, Ill., October 15. The AMA group said that in this era of emphasis on science and academic excellence, health and physical education still have a vital place in the school program.

STAR '60 (Science Teacher Achievement Recognition), supported by a grant to the National Science Teachers Association, is an award program to stimulate and to recognize superior science instruction in grades 7 through 12. For entry form and suggestions, write NSTA at NEA, 1201 16th St. N.W., Washington 6, D.C. Reports must be received by NSTA before December 15. Awards will be presented at NSTA convention, Kansas City, March 29-April 2.

A FOREIGN RELATIONS project, initiated four years ago by the North Central Association of Colleges and Secondary Schools, Chicago, includes instructional materials now used by 176 California schools. The project's objectives include understanding of world affairs, comprehension of policy problems, and maintenance of interest in foreign affairs. Information on project may be obtained from NCA at 57 West Grand Avenue, Chicago 10, Illinois.

W. K. KELLOGG Foundation of Battle Creek, Mich., has awarded a grant of \$346,843 to American Association of School Administrators (AASA) to aid in raising standards of school administration and to improve leadership of America's schools. Over the last ten years Kellogg grants for this purpose amounted to \$6,885,599.

\$216 MILLION is on deposit in school savings accounts, according to a report of the American Bankers Association, covering 6,058,000 school children representing 17,000 schools.

NATIONAL COUNCIL for Geographic Education will hold its 45th annual convention at the Sheraton-Cadillac hotel in Detroit, November 27-29.



TEACHING topped the list when 12,000 top-ranking high school students were interviewed by *Changing Times* on the question of career choice. Results in order were: teaching 30%, engineering 16.7%, science research 10.7%, medicine 9.4%, business 7%, nursing 3.9%, communications 2.5%, law 2.2%, government 2.1%, creative arts 2%, ministry 1.8%, others 11.7%.

HAWAII, the 50th state, has four school districts, 208 public schools, and 136,000 students. Attendance records exceed the average ratio in mainland United States.

WHITE HOUSE Conference on Children and Youth, scheduled for March 27-April 2 in the Nation's capital, has called for preparatory conferences at regional and state levels. With announced hope that the 1960 conference will focus more attention on educational problems, NEA has named Dr. Dorris Lee of Portland (Wash.) State College as consultant in education to work with WHC with offices in the U.S. Office of Education.

MAN AND SPACE TRAVEL is the theme of a joint meeting of National Science Teachers Association with American Association for the Advancement of Science in Chicago December 27-30.

SEMIFINALISTS in competition for 1960 Merit Scholarships were named October 7. Another rigorous examination on December 5 aimed for the final round as 10,000 of the Nation's most brilliant high school seniors cleared another hurdle toward paid college educations. Students from 280 California high schools were named in National Merit Scholarship Corporation's semifinalist honors.

STUDENT LOAN Program under the National Defense Education Act has allocated \$60.5 million to 1,370 colleges and universities since last February. John F. Morse, on leave as vice president of Rensselaer Polytechnic Institute, was appointed chief of the program last month.

TITLE IV of the National Defense Education Act provided 997 Graduate Fellowships, designed to increase the number of college and university teachers. Fellowships are set up in 272 programs at 123 institutions of higher education. Each Fellow, as recommended by approved graduate schools, receives \$2000 in the first year, \$2,200 in the second year, and \$2,400 in the third year, and added dependency allowances. Eight California institutions cooperate in the program with the U.S. Office of Education.

ARKANSAS Education Association has nominated its executive secretary, Forrest Rozzell, for the office of NEA vice president (president-elect). Rozzell has been an outstanding leader and spokesman for the National Association of Secretaries of State Teacher Associations.

CURFEW won't solve delinquency problems, says Dr. William C. Kvaraceus, head of NEA's delinquency study project, in an article in *Scholastic Teacher*. He warns that curfews do little but lull the community into a false sense of security.

NATIONAL STUDENT SAFETY Association, organized by 100 teen-agers representing every state in the Union, was set in motion at Kansas City September 2. Sponsored by NEA Commission on Safety Education, student officers are leaders in traffic safety programs in their own schools and communities, will formulate national policy.

NORMAN E. HEARN, former NEA assistant director of press and radio relations, has been appointed reports officer in the state and local schools branch of U.S. Office of Education. Hearn was a former editor and field representative for Michigan Education Association.



Distributed by NASSTA

"No, I don't have an appointment. It's just that one can never tell when this sort of acquaintance might be useful!"

"I Want to Give A Speech"

By Graham Lovelace

BY DRIVING about half a mile off the highway, through thick dust, you could find Jane's house. It was an old wooden passenger coach that had been converted into living quarters. Around it there were no trees or flowers—only desert sage. Jane's father, a drunkard, occasionally beat his wife. One day Jane commented in school that she hoped there wouldn't be a fight at home that night. Such ordeals might explain her reluctance to speak out in class. Perhaps she had good reason to hang her head and speak so softly that she could hardly be heard.

When Jane's seventh grade class organized a speech club, it took a great deal of encouragement before Jane would express her opinion on a given subject. It required even longer for her to attempt her first speech. She prepared a speech, and memorized it thoroughly. When introduced to the club, she stood—frozen—and slowly began to recite in a strained voice.

Suddenly she stopped, clenched her fists, and said with anguish, "Mr. Lovelace, I forgot!" She rushed to her seat where she sobbed for many minutes.

Her teacher's thoughts raced. What had he done to this girl? Had the speech club caused this terrible unhappiness? Can a program be justified when it creates situations like this? Would Jane ever forgive her

Mr. Lovelace has taught in Kern county for eight years, is now at Rio Bravo union elementary school. A member of Toastmasters International for six years, he has been president of the Bakersfield club, education director of the district, and has been chairman of the Junior Toastmasters committee since its organization five years ago. A curriculum bulletin and a set of slides have been prepared to explain this excellent speech program to teachers of Kern county.

teacher for the hurt and humiliation she experienced in her first speech?

But forgiveness came sooner than he expected. From that time on, Jane drew closer. She began to volunteer for minor speaking jobs, and was also willing to take on other responsibilities.

In a few months Jane approached her teacher and said, "I want to give a speech." She did a fair job this time, and took home the MOST IMPROVED SPEAKER trophy for the week.

Although the speech that Jane wanted to give was not outstanding in itself, it was the most important one of the year, for the speech club had passed its most crucial test. It had encouraged a shy student who could not raise her voice above a whisper in class to hold up her head and say, "I want to give a speech!"

Other students in the class benefited from the program. To his fellow students Tom was a big, fat "cry-baby"—too lazy to do anything—a coward and a sissy. His teachers knew he was suffering from a terrific emotional shock, caused by witnessing the violent death of his father and mother.

School didn't seem to help much. Tom didn't want to participate in class activities. In the speech club he gradually began to express himself. The turning point came when he gave a humorous speech. The children liked it. After that, he gave several amusing speeches. Tom soon had a reputation for being an entertaining speaker. This carried over into other rooms and on the playgrounds. By the end of the year, Tom was a popular fellow among students and teachers.

Now let's consider Jose, who was often in trouble. His spoken English was limited. He was a nuisance to all around him, and had become a social isolate. In the speech club he con-

tributed little until the day he told a story about his "Uncle." The club enjoyed it so much that whenever there was an opportunity he told another tale about this relative.

As Jose gained recognition with his talent for telling stories, the friction between him and other students diminished. He became more acceptable to them.

The speech club was organized soon after the teacher had joined the Bakersfield Toastmasters Club. He decided to try some of the organization's training techniques in his classroom at Rio Bravo School. These techniques were so effective that he soon had a "Junior Toastmasters Club" operating in his seventh grade class. Robert Benoit, another Toastmaster, who was the speech therapist in the same school, assisted in developing the club. Margaret McCarson later developed a club in her seventh grade at Fruitvale School.

The Bakersfield Toastmasters Club sponsored a speech contest for the Junior Toastmasters Clubs of Kern County elementary schools. They and the Kern County superintendent of schools set up a joint committee to make this oral language program known to all Kern County elementary schools. The number of schools participating in the speech club program is rapidly increasing. Their number has grown from two to more than ten in the last four years.

The Junior Toastmasters Club program is in some respects a simple oral language program. It consists of weekly or bi-weekly club meetings. Each meeting has four parts:

Business: Officers and members transact club business in proper parliamentary style.

Table Topics: Each member addresses the "Topic Master" and gives a short response to a given topic.

Speeches: Five or six speakers with prepared speeches are introduced by the "Toastmaster." The "best" speaker and the "most improved" speaker are awarded trophies to take home for one week.

Evaluation: Critics evaluate the speeches. The "Critic Master" or "General Evaluator" (usually the

Turn to page 41

Teacher Organizations in the SOVIET UNION

By Nelson F. Norman

WE HAVE had almost too many reports recently on Soviet Education in general, and those we have read are frequently exaggerated or conflicting. In the new atmosphere of exchange of visits by dignitaries, and people-to-people tourism for the rest of us, much confusion can be eliminated by careful inquiry abroad measured against methodical survey of our educational literature at home. On one specific topic — teachers' organizations — a combination of research here¹ and on-the-spot discussion there with scores of Soviet teachers and administrators permits presentation of some tentative comparisons between the Soviet Teachers' Trade Union and our own professional societies.

In 1953, the Soviet Educational Workers Trade Union reported 1,700,000 members as against the National Education Association's 1958 membership of 600,000 teachers. One explanation for this disparity is that the Soviet Educational Union includes not only teachers and administrators, but also clerks, cafeteria workers, janitors, school nurses, instructors in teacher-training schools, and anyone else connected in any way with the educational establishment.

¹For example, a good brief summary is offered by I. I. Griukov, "Professional Organizations," 1953 Yearbook of Education, pp. 413-417.

Dr. Norman, Ph.D. from University of Illinois, is an instructor in history and political science at Fullerton junior college. Author of Workbook in World Civilization (2 vol., Holt, 1957), lecturer, former radio commentator, and specialist in Soviet history, he spent 50 days of last summer touring Europe and made a special study of the Soviet system of education.

Membership is 'voluntary,' but seemingly nobody refuses to join or to pay membership fees, which amount to two percent of the base salary. A member does not need to belong to the Communist Party, but must, of course, serve Communist aims.

The basic 'grassroots' unit in the Soviet organization is the branch committee, corresponding to one of the 623 chartered chapters of CTA. Above this are district and regional committees which remind one of our six geographical Sections in CTA. The Soviet Central Committee of the individual Union Republics matches our State Council, but, as the hierarchy is nationwide and as close to worldwide as possible, there are two additional bodies higher up: the All-Union Central Council of Teachers Trade Unions which, like our NEA, speaks for the whole country, but speaks far more authoritatively. All its decisions must be followed by subordinate groups, as well as by its affiliated World Federation of Trade Unions, set up for promotion of activities outside Soviet borders.

This Educational Union, as an hierarchical Communist organization, is an instrumentality of control from above. In the formation of policy (such as changing the 7- and 10-year schools to 8- and 11-year study-work schools as part of the Khrushchev Reform)² local organs have a consultative voice to a degree somewhat larger than we would at first suspect. Once policy has been arrived at, it must be followed in undeviating lockstep except for approved experimental units. Let us compare the CTA Committees with Soviet Com-

missions to see how closely the organizational diagrams would be interchangeable for the purpose of subdividing policy considerations.

FINANCE. This most important CTA committee would have much less to do in the Soviet Union. Finances come from the national government, with no debate about the merits or dangers of Federal Aid, or from other governmental units without the hampering restrictions of the property tax.

INTERNATIONAL RELATIONS. This is handled ultimately in the World Federation of Trade Unions. Individual teachers do not develop policy on these matters: when interrogated on this, they replied that it was plain to them that these were matters for the professionals, i.e., Communist Party members.

LEGISLATION. The degree to which the original Khrushchev proposals were modified by educational pressures at all levels is carefully traced by Schlesinger. Politics certainly operated prior to the final decision, even though debate is unthinkable thereafter. But no legislative commission exists for the purposes covered by our CTA committee, such as influencing legislators.

MORAL AND SPIRITUAL VALUES. Any commission such as this is conspicuously missing in the atheistic Communist framework.

PROFESSIONAL RIGHTS AND RESPONSIBILITIES. A commission on labor protection serves these ends. In spite of the obvious differences in our systems, Soviet teachers seemed to feel that they enjoyed high status and possessed real dignity in their profession.

RETIREMENT. Such concerns
Turn to page 34

²R. Schlesinger, "The Educational Reform," Soviet Studies, April, 1959, pp. 432 et. seq.

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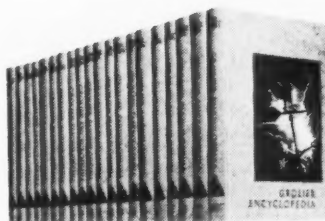
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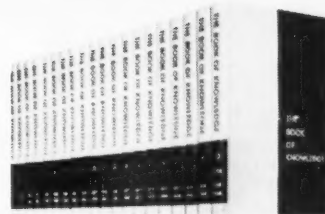
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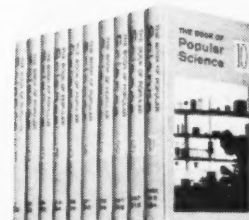
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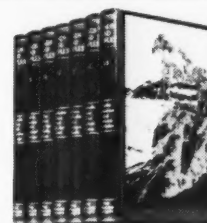
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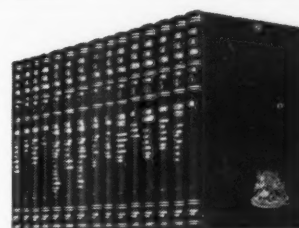
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NEW LOOK -- NEW OUTLOOK

By Helen H. Weber

THE SCHOOL NURSE is changing her appearance, her educational requirements for the credential, her day by day duties, and, in some districts, even her name.

In two school districts where these changes have become a reality — Duarte and Burbank, two young supervisors. Mrs. Betty Lenthall and Mrs. Glenna Piatt, are known as supervisors of health, not nursing supervisors. Each school nurse in these districts is directly responsible to her principal.

In both districts the nurses assume their daily duties dressed in tailored and sometimes gaily colored dresses. It is this change from uniform to civilian clothes that symbolizes the change in modern school nursing more than anything else, according to Mrs. Lenthall.

The white uniform is associated with bedside treatment and is likely to be frightening to young children. It is associated with things clinical: shots, a tonsillectomy with its promise of ice cream that was never enjoyed because of the sore throat, the unexpected appendectomy, a tooth extraction.

Uniforms are associated with a singular type of service — the barber and the hair cut, the waitress and her serving, the salesman and his product. The school nurse's job is anything but singular.

Mrs. Weber, R.N., is a graduate of St. Luke's Hospital in Denver and of UCLA, receiving her MA degree from Los Angeles State College. She has been an active member of the California School Nurses Organization (a CTA affiliate) and is a member of Delta Kappa Gamma. A school nurse for 16 years, she is employed in Burbank senior high school.

According to Mrs. Piatt, the uniform represents the all important basic training — the grounding in the health field that is so necessary. This basic training, however, is not sufficient to enter the field of school nursing. Further education is always required. The school nurse in a uniform is set apart; she becomes conspicuous, and is not a blending member of the faculty. Without a close relationship with the faculty, the nurse cannot possibly know the needs both of teachers and students. Without this knowledge she is unable to set up an efficient program.

As Mrs. Lenthall points out, "We are nurses working in a school as members of the school's faculty. We emphasize positive health and preventive medicine."

Mrs. Lenthall works in the classroom with the children and teacher in addition to supervising the health program. She is welcomed by the children, as another teacher, when she enters the classroom.

Other changes are found in educational requirements and duties. It has been a common misconception that one can become a school nurse with only a certificate of a registered nurse. Mrs. Lenthall received her Masters Degree from USC and Mrs. Piatt will complete hers at Los Angeles State College this fall. Even a nurse employed on a provisional credential must have education in addition to her basic training.

That the school nurse must be academically minded was brought out with impact by Mrs. Ferne Hood, consultant in health education for the Los Angeles County Superintendent of Schools, when she said, "We are now on the threshold of incorporating health instruction in the curriculum. The nurse will be serving more and more as a resource person to the teaching field. She will furnish the *what* and the teacher the *how*. Once the teacher is made secure in the knowledge she is to impart to chil-

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WHO IS THE SCHOOL NURSE? From left to right, above, are shown an eighth grade student; Mrs. Betty Lenthall, the school nurse; and Mrs. Andrea Smith, eighth grade teacher at Royal Oaks school and president of the Duarte Teachers' Club.

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dren — once that she knows that her material is up to date and scientifically sound, she will go ahead and teach."

Further, "The school nurse must continually look toward upgrading herself if she is to remain in the public schools. She needs the help and understanding of school administrators to keep pace with school personnel."

"We strive more and more to focus our attention on health instruction in order that the child may gain greater responsibility for attaining and maintaining optimum health. For example, he must learn to get to the dentist on his own steam."

Children have a far greater potential for health learning than we have been giving them credit for, according to Dr. Glenn Arnett of San Fer-

nando State College, who made a study in this field. He found that first grade children were arriving at school with behavioral patterns well established, exceeding the health teaching that we have been offering at that level. Therefore, what we are offering becomes monotonous and repetitious. This points up the fact that school nurses need to know the behavioral level of students and build the program on their needs and interests on all levels.

The duties of the school nurse are concentrated in the areas of being a greater help to the teacher. These changes have come about gradually in the past 50 years. Lillian Wald was the first nurse to demonstrate in New York City that she could save money for the school system by helping to control communicable diseases and keeping more children in attendance. She worked hand in hand with the "hooky cop." Admissions, attendance, and first aids were her lot. Asked how these activities compared today, both Mrs. Lenthall and Mrs. Piatt stated that the duties are complex.

Our nurses are health counsellors to parents, teachers and students. They supplement information to the guidance staff and to teachers in the areas of home, family problems, boy-girl relationships, personal social problems, and health factors affecting the choice of vocations and placement.

In addition to being resource people and working closely with the faculty in health education, they must not be tongue-tied at any time or show signs of stage fright when taking part in panel discussions or speaking in the classroom, before PTA and other community groups.

Mrs. Piatt points with pride that two members of her staff belong to Delta Kappa Gamma, an international honor society for outstanding women in education. Both staffs have a 100 percent membership in CTA.

In days gone by the school nurses spent a great deal of time doing inspections, weighing, measuring and vision testing. The trend now is to offer to help PTA volunteers or to demonstrate to the teachers the correct way to render these services.

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The nurse's assignment is always large. It is, therefore, necessary that she teach others how to do many of the things she has to do in order that she may extend her services.

California is a big state. There is not likely to be any total uniformity (with or without the uniform). It is

doubtful that uniformity would be desirable. Each school and each community has its own particular needs that must be met by the school nurse, her principal, and her faculty working together.

So, no matter what you call her—school nurse, health consultant, nurse

teacher, supervisor of health or health coordinator, she is taking on a new look in those districts where she is included as a member of the faculty. She is doing this by reaching out for higher education so that she may render a more intelligent and cooperative service. ★★

What I'd Like to Know Is

(Continued from page 20)

titled to extend the number of days given for bereavement leave, but is not empowered to extend the definition of "immediate family." The bill as originally introduced into the legislature by CTA did include father-in-law and mother-in-law, but these were deleted by the State Senate when the bereavement leave law was enacted.

Your district is bound by the interpretation made by the county district attorney, and if he follows the pattern of most counties, salary would have to be deducted for the days of absence. The law corresponds with the bereavement leave provisions for all state employees. I realize the hardships this can cause, but it's probably true that your district has no alternative.

Retirement age

Q. I'm reaching the age of 65 this year, and our board has made a ruling that teachers must retire at this age. My health is excellent and I would like to put in at least two more years, since I was forced to remain out of the profession for several years and am short on years of service for retirement. Do I have to retire? Can the Board allow me to teach for two more years?

Ans. There is no state law requiring the teacher to retire at age 65. However, tenure rights cease when the teacher reaches this age. Unless district policy is so rigid that there could be no exceptions, there would be nothing to prevent the board from employing you from year to year. If this is impossible, the administration might assist you in obtaining employment in a neighboring district which does not have a rigid retirement age policy. ★★

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All your boys and girls can help you make the pumpkin. But don't divulge the purpose. That's secret.

Make pumpkin a day or so ahead amid mystery and suspense. One way of making it is over card table (frame or round table this size.) Get flame proof, extra strong crepe paper—1 pkg. bright orange 25 ft. long; 1 pkg., 7½ ft. Also, 1 pkg. green crepe, 7½ ft.

Cut length of orange paper twice height of card table. Glue sides together with rubber cement. Wrap around table. Overlap in rear 4" for entrance. Pad table top with wads of newspaper to give bulgy pumpkin look. Gather top of ends together over

center of table. Tie with green paper, winding like a stem. **Cut strips** of green paper for leaves. Fasten about base of stem. Cut in paper doll fashion.



Cut window big enough for child's head with sunbonnet. Make white cardboard window; hinge with tape.

10 min. before quiz, strange thumps come from within pumpkin. Suddenly window flies open—out pops Mrs. P's head. She wears sunbonnet and perhaps great big glasses to peer over. She tells who she is and plight and begins a flood of questions. Stop her. She withdraws and closes window till "ready."

Now, explain quiz. Form teams—one with most correct answers, wins. Prepare questions from textbooks and standardized tests. Read questions one by one. After each, Mrs. P flings window open, pops out head, squeeking "Oh, yes, I want to know that."

Train your best little actress for the part. She can be most amusing. (Pledge her to secrecy.)



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CAN CHILDREN BE SUED?

Civil law provides remedy against minors for infliction of personal injuries.

By Eugene Benedetti

GENERALLY, a child is responsible for his behavior involving personal injury to others. Such liability, described legally as tortious, is not judicially excusable despite inadequate mental capacity to recognize the wrongfulness of his conduct so long as he possesses the intelligence to perpetrate the specific tort with which he is charged.

However such civil liability must necessarily be unconnected or dissociated with any contractual agreement negotiated by the minor child. The infant is liable regardless of whether he acted at the command of another, except under circumstances involving actual duress. Thus, the liability is unaffected by conditions indicating the tort was committed under the express order or by the authority of the child's parent or guardian.

A child can escape the consequences of his own act if in the commission of the tort there is required

to exist some element which an immature person is not presumed to possess. Though a minor, like an adult, is required to exercise ordinary care, he is only required to exercise that degree or amount of care that is ordinarily exercised by one of comparable age, experience, and maturity.

A minor is not expected to apply the care expected of an adult, but only such caution characteristically utilized by children of similar age under identical circumstances. To illustrate this legal principle, in one case, failure of a 12½ year old boy to look before he kicked a can in order to observe that he was not kicking it in the direction of other children playing "kick the can," did not constitute negligence that would render the boy liable for injuries sustained by the person who was "it" when the kicked can struck her in the eye, causing permanent loss of vision in the optic.

Apparently the court believed that such conduct was an attribute of a 12½ year old boy under the designated conditions.

Age is not a reliable criterion in assessing the personal culpability of youngsters. In a related case the court affirmed that the law of battery, which is applicable to adults, would be applicable to a child less than six years of age, and the child's age would be of consequence only in determining what he knew as indicated by his experience, capacity and understanding.

In establishing the amount of damages, generally an infant is liable for compensatory damages resulting from his tort, but he is not liable for punitive or exemplary damages if he is not criminally responsible for the tort involved. A child may be liable for punitive damages, however, if he is of sufficient age and intelligence to be criminally responsible.

During recent years several illustrative situations occurred in Los Angeles county whereby high school teachers were the recipients of savage beatings administered by students. Since criminal liability was involved, the affected students could have been civilly responsible for exemplary as well as general and special damages.

In Anglo-American law parenthood is not the basis for establishing liability. A parent is not liable merely by virtue of the relationship for the torts of his child whether such misconduct is intentional or directly attributable to negligence. Where a minor who lives with his parents and is under their control, commits certain wrongful acts entirely unauthorized by the parents, they are not liable in civil action for the damages of the tortious conduct.

While this legal principle currently enjoys widespread acceptance, repudiations in the form of statutory enactments and judicial precedents are also evident. The doctrine is becoming more prevalent that parents should assume individual responsibility

Dr. Benedetti is professor of education at Los Angeles State College. This article is the third of a series he has prepared for the Journal: see "Who Can Be Sued?", January (p. 27) and February (p. 15) 1959, in which he discusses tort liability. Recent legislative interest in the subject of corporal punishment and the implications of juvenile delinquency has created a demand from Journal readers for more information on liability. Although reasonable efforts will be made by CTA staff to answer specific questions in this area, legal counsel is available only on cases referred to CTA attorneys by the CTA board of directors.

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ity for guiding their children toward maturity.

In a recent case a court affirmed that if a parent is aware that a minor child under his control is committing a tort or violating a statute and subsequently makes no effort to restrain him, the parent will be regarded as authorizing or consenting to the act. Thus, a parent would be liable for mere passivity, not acting to prevent a serious harm which is impending and is within his power to control. Such a liability, however, is generally unknown to our law of torts; fundamentally, the one who causes the personal injury is guilty of an active commission.

In California modification of this principle firmly imbedded in the common law has been accomplished by additions to the Civil Code.

Sec. 41. A minor, or person of unsound mind, of whatever degree, is civilly liable for a wrong done by him, but is not liable in exemplary damages unless at the time of the act he was capable of knowing that it was wrongful.

Sec. 1714.1. Any act of wilful miscon-

duct of a minor which results in any injury to the property of another shall be imputed to the parents having custody or control of the minor for all purposes of civil damages, and such parents having custody or control shall be jointly and severally liable with such minor for any damages resulting from such wilful misconduct.

The liability of one or both parents having custody or control of a minor under this section shall not exceed \$300 for each tort of the minor. The liability imposed by this section is in addition to any liability now imposed by law.

Establishing parental responsibility for the wilful property destruction by children in accordance with Sec. 1714.1 of the Civil Code, is a direct outgrowth of endeavors to curb vandalism to school property.

Responsibility for acting as a reasonably prudent person affects all regardless of age, mental capacity, or social status. Teachers and administrators possess a legal remedy against students for the intentional infliction of injuries or for damages incurred through negligent conduct. **

TEACHER ORGANIZATION IN THE SOVIET

(Continued from page 26)

are relegated to other branches of the planned society. One feature which teachers constantly brought up in conversation was the '25-year rule.' There is no obligatory retirement age; after 25 years of service, a teacher of any age may retire with a pension of 40 percent of her highest earnings, or she may take the pension and continue to teach. As teachers are in short supply, and the pension is minimal, they are encouraged to stay on long after the age of 65. In a private interview with the head of a large metropolitan system it was impossible to get a clear picture of how he met such touchy questions as incompetence due to senility.

SALARY SCHEDULES AND TRENDS. Salaries are not subject to much alteration at the suggestion of the rank-and-file. The two areas which seemed to be receiving attention recently were how to make work in non-metropolitan areas more re-

warding in order to hold teachers in rural areas, and how to provide suitable housing (at very low rates) for teachers. Pay for teachers at the elementary and secondary levels is not significantly higher than for skilled, or sometimes even unskilled, workers. The Union carries on no real agitation to bring these salaries up to the far higher levels enjoyed by University professors.

When told that some California elementary teachers with several years' experience receive higher pay than some college instructors, Soviet teachers met the statement with utter disbelief. Our 'single schedule' accomplishes more levelling than their proletarian philosophy. Soviet teachers round out their salaries (as we often do here) with 'moonlight' jobs as tutors, translators, or Intourist guides.

TEACHER EDUCATION. Both pre-service and in-service preparation of teachers receives closest attention in the Soviet Union. The

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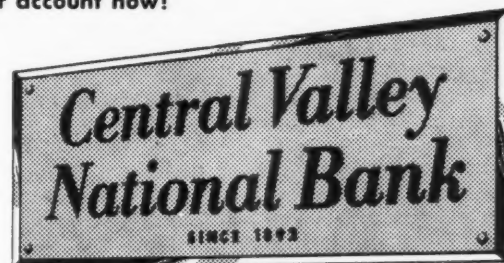
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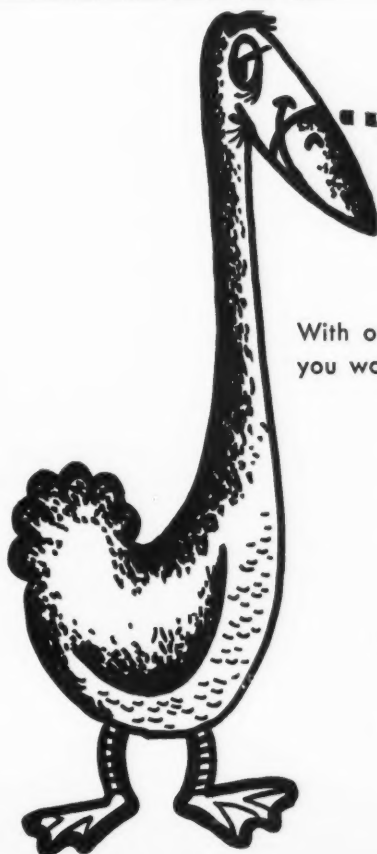
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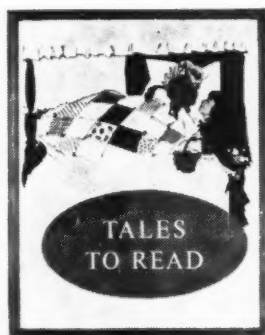
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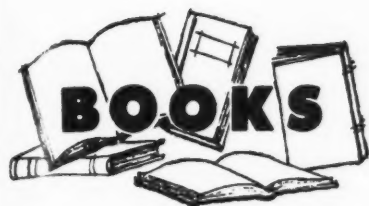
teacher must fit the mold much more closely than we do, and there is a Commission on Production to aid in improving and standardizing teaching effectiveness by exchanging experience and techniques. There are no administrative credentials; administrators move directly up from the ranks of classroom teachers.

TENURE. I only heard about this problem once in all my discussions. A young teacher was worried about leaving the field, due to her own feelings of inadequacy. She could stay on if she wished, for the Soviets feel that any determined citizen can be made into a teacher, just as any child can be made into a student, or the person in charge is at fault. This manifestation of Communist belief in environmental determinism was very hard to comprehend. Few tensions surrounded the tenure question, however.

YOUTH ACTIVITIES AND WELFARE. This is completely alien to Communist thought. Such concerns are outside the scope of the school, and have very impressive place in the Young Pioneer and Komsomol (Young Communist League) activities. This topic deserves much more attention in America.

The Soviet teachers have a Commission for Cultural Activities, which contributes to the personal enrichment of the member by providing tickets for the ballet and concerts, access to libraries, time for relaxation in teachers clubs, space at a mountain or seaside resort or provision for other vacation activities. There is a partial comparison with our Special Services option.

The teachers with whom I talked accepted as natural the form of their organization, and seemed satisfied with the benefits they derived. As in so many other Soviet comparisons, we would not want their system and they can not have ours. The crucial question therefore is: how will the two systems compare after a decade or a generation, and which will best serve its members and its sponsoring society? We must see to it that our organization, through our active help, comes out ahead. ★★



Notes in the Margin

THE FIRST statewide study of the nature and quality of book censorship comes from University of California Press with publication of *Book Selection and Censorship*, a study of school and public libraries in California. Author Marjorie Fiske's study is an outstanding evaluation of the public and school librarian's role in California today. \$3.75.

Latest word from University of Michigan Press is that the seventh and eighth volumes in its *History of the Modern World* are ready for publication. These volumes cover American history before and after 1865. Other publications include two new books in the Ann Arbor Science Library: *The Sun* and *Virus*.

Doubleday's *Anchor Science Study Series* will offer high school students a library of the entire physical world, from the smallest known particles to the whole universe. First titles include: *Echoes of Bats and Men* (seeing with sound waves), *Magnets* (the education of a physicist), and *The Neutron Story* (exploring the nature of matter). 95c each.

"Superstition to Superonics," general science materials developed by the Manufacturing Chemists' Association, and distributed to approximately 19,000 schools and organizations, are now being published by Henry Holt and Company. The materials were developed as a cooperative effort between educators and technical experts of the chemical industry under MCA's 5-year aid-to-education program. Holt will sell the publications at low prices, since development costs were borne by MCA. Orders may be placed with Holt, 383 Madison Avenue, New York 17.

The Travelling Elementary School Science Library, a program paralleling the high school program begun in 1955, is being begun this fall by American Association for the Advancement of Science. It is expected that the elementary library will be loaned to around 800 schools its first year. Catalog may be obtained from A.A.S.S., 1515 Massachusetts Avenue, N.W., Washington 5, D.C. Price is 25c.

From nearly 700 publications on education issued during 1958, forty-one have been chosen as outstanding by the Enoch Pratt Free Library. This annual selection has long been regarded as one of the most useful guides to current educational literature. Current list, reprinted from May NEA JOURNAL, may be obtained for 5c from

the Library, 400 Cathedral St., Baltimore 1, Maryland.

Subsidy publishers, popularly known as the "vanity press," have long maintained that they serve a very real purpose by putting into print quality books which would otherwise never be offered to the public. Nonetheless, they have been accused from time to time of fraudulent practices, and several have signed consent decrees with the FTC in attempts to settle disputes with that Commission. Latest bulletin of the National Better Business Bureau again warns the public about the pitfalls laid by the subsidy publisher, adding: "Although subsidy publishing can be, and is, an entirely legitimate business when performed for an author's own private printing and distribution, it takes on the nature of a racket when used to dupe amateur authors into paying promoters for the publication of their own literary efforts through misrepresentation and flattery."

A survey of art from prehistoric times to the present day is Mentor paperback *The History of Western Art*, by Erwin O. Christensen. With 320 pages of text, 132 line drawings and 257 halftone illustrations, this is probably the most complete art book in the mass-distributed, popularly priced paperback field. Well worth its 75c price.

"Classroom environment entails anything in the school room that will affect a child and his learning. It may be the function and appearance of the room . . . the teacher . . . materials . . . attitudes . . . group cooperation . . . a curriculum that is functional, suitable and purposeful." Thus begins an excellent book of ideas prepared by Mrs. Doris Foley, Consultant in the Contra Costa County Schools, entitled *Classroom Environment*. Paperbound, 118 pages.

Other good publications worth sending for include the following:

—*Elementary School Buildings . . . Design for Learning*, yearbook number (September) of National Elementary Principal. Includes articles on planning, financing, equipping. Single copies \$4. From DESP at NEA, Washington.

—*Capitalism and Other Economic Systems*, an excellent description and appraisal of our own and other economies, and

—*American Capitalism*, an introduction for young citizens. Both of these are published by the Council for Advancement of Secondary Education, at NEA. Single copies 50c. Discounts on quantity orders.

—*Problems & Opportunities in Financing Education*, published by the Committee on Tax Education & School Finance, NEA. Single copies 75c.

The following two publications are from the U. S. Department of Health, Education and Welfare, may be ordered from the Supt. of Documents, U. S. Govt. Printing Office, Washington 25:

—*Soviet Commitment to Education*, report of the first official U. S. education mission to the USSR. 70c.

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FILMS AND FILMSTRIPS

Highly recommended is *Person to Person Communication*, a 14-min., 16 mm. film which analyzes the major barriers to interpersonal understanding, and points out practical methods for overcoming them. Faculty and/or PTA groups may find material for thought in it. Also good for high school and college classes. Price \$100, or weekly rental \$25, from McMurry-Gold Productions, 139 S. Beverly Drive, Beverly Hills.

Another fine film for parents and teachers is *Citizen Chang*, 24 min., 16 mm., which traces the experiences of an 8-year-old Chinese-American boy in his quest for a bicycle license. An evaluation by Frederick Alexander of Michigan State says, in part: "For any parent or teacher who has unjustly or mistakenly punished a youngster, this film will be a traumatic and trying experience. For the sociologist, there is a plethora of image values to be observed; for the communications specialist, every element of communications theory comes to life before his eyes; for the parent, wholesome treatment of the subject will come as a welcome guide in the challenging assignment of rearing one's children." Price \$150, weekly rental \$25 from Stuart Reynolds Productions, 195 S. Beverly Drive, Beverly Hills.

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EDUCATIONAL TELEVISION

Of the 259 television channels reserved for ed-tv use, 44 have thus far been activated. Twenty-eight states, plus the territory of Puerto Rico, are represented in the ed-tv roster. Noteworthy is the fact that the greatest concentration of educational television facilities is in southeastern U. S., where Florida leads with four stations in operation, a fifth being planned. Alabama and Oklahoma come next, with three stations each. Only other state with three stations is Pennsylvania. California has two, San Francisco (KQED) and Sacramento (KVIE). Twenty-ninth state to join the roster will be Maine, with Channel 12 at University of Maine now in the planning stage. The country's two largest cities, New York and Los Angeles, neither have nor have reported advanced planning on educational television facilities.

KVIE, Sacramento, began operations last February with a limited staff and a mere five hours daily of programming. Now it has a staff of nearly 30, enters the 1959-60 school year with some 39 weekly classroom programs and full schedule of evening programs for all age groups. One of the most timely is "Russia: Life, Language and Culture," Mondays and Wednesdays at 8 p.m., under the guidance of Walter Lobay of Sacramento City College.

Other instructional tv personnel appearing this school year are: Virginia Franklin, Paradise High School, with "A Citizen and His Democracy"; Dr. Al Attwell, Yuba College, with "Art's for Me, Too"; Dr. K. W. Clarke, Chico State, with "California Then and Now"; Dr. W. J. Black, Sacramento State, with "Let's Tell a Story"; Joan Smith, Washington unif. school dist., and Joyce Stuermer, Davis school dist., with "Music Classes for Lads and Lasses"; Dorothy McDonald, Lodi, with "Our Living Language"; Robert Schaefer, El Dorado high school, with "Probing the Headlines"; Gloria Dickenson, Sacramento, with "Saludos Amigos" (Teacher Preparation); Bill Messersmith, Chico, with "Science Is to

Turn to page 41



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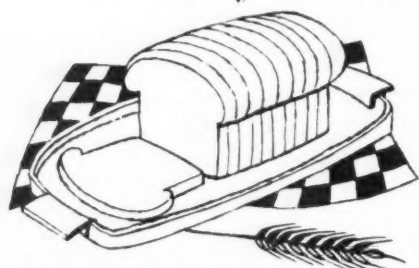
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PROBLEM CHILDREN

(Continued from page 19)

fine map of the United States with pictures representing the products of each area.

For some of these children school hours are abbreviated and activities such as recreation and shop work may dominate the curriculum. Other children, like the child who has competence in one subject or who can tolerate a regular classroom for a short time, work their way gradually back to full time attendance in regular classes in regular schools. These children are experiencing a degree of success and hope for the future instead of sitting at home with the memories of their failures.

There are also the failures. Some children end up in correctional institutions or mental hospitals. Either they have been irreparably damaged or we do not yet have the skills to help them.

For each child, however, who could have been helped, whether he be physically disabled, mentally retarded or emotionally disabled, and who is required to fit into classes for which he is not suited, we compound whatever problems he already has and we damage each teacher and classmate who is a part of the failure he experiences. The ultimate cost of rehabilitating and providing services for these people exceeds by many fold the money it would have cost to have suitable facilities available.

In California frustrated communities are talking up the establishment of expensive institutions to absorb problem children. The so-called 24 hour school is no more or less than a congregate institution for classroom problem children. It lumps everyone who can not get along in the classroom and seeks to remove the problem by putting them away where they can not interfere with or contaminate society. This plan would destroy decades of child welfare progress, together with the children in its well-meaning clutches.

Without coddling, and without sacrificing the individual or the majority, we can enlist our educational system on behalf of the young in need of help. ★★

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(Continued from page 38)

Know": Philip Onstott, Sacramento City College, with "Cultural Anthropology."

KQED, San Francisco, has resumed its "Men Who Manage" series, spotlighting Bay Area corporations and their top managers. Mondays, 9:30 p.m.

Another KQED show which returns, this time for its third season, is "Books and Authors" presented with the cooperation of the Northern California Booksellers Association. Wednesdays, 9:30 p.m.

UCLA this fall announced as one of its adult classes a course in "Philosophies of Today," Dr. Abraham Kaplan, lecturer. Registration, optimistically planned at 350, had within three days soared to 400. A few more days and a registration of more than 1,000 caused officials to call on Rudy Bretz, head of educational television on the LA campus. "Philosophies of Today" is now being beamed, via closed-circuit tv, to more than 1800 students in eight University campus halls and classrooms.

COMMERCIAL TELEVISION

"Now we know what television is for," said an individual recently whose family had finally succumbed to modern living and bought a television set. The speaker was referring to the top-flight coverage given Khrushchev during his September visit to this country. While some few thought too much time was given the Chairman, the remark pointed up the deplorable condition which exists most of the time on commercial television today: an over-abundance of westerns, half-baked dramas, 20-year-old cartoons and even older movies.

Refreshing are the too-few good shows like "John Gunther's High Road," "Our American Heritage," and "Continental Classroom." This latter show, by the way, is now being offered for credit by 309 colleges and universities, nearly 40 more than last season's roster.

Here are some shows to watch for in the next few weeks:

"Conquest" (CBS network) which resumes November 1st with the Tubercle Story, showing the work of Dr. Rene J. DuBos in finding why some people carry the TB germ and don't get the disease and others succumb to it. CBS is also offering "CBS Reports" hour-long informational broadcasts on significant issues, events and personalities in the news.

NBC offers: NBC Opera Company with "Fidelio" on November 8; Hallmark Hall of Fame with Julie Harris in Ibsen's "Doll's House" November 15; "The Story of Eli Whitney," on American Heritage, November 22; and the new Bell Telephone Science Show on December 6.

"John Gunther's High Road," over the ABC network, schedules these shows: "Jamaica" November 7, "Alaska" November 14, "Peru and Greece," November 21, "New York City," November 28, and "Biography of a Diamond—Africa and Holland" December 5.

V.L.T.

"I Want to Give a Speech"

(Continued from page 25)

teacher) evaluates the entire meeting.

Other innovations may be added, such as "joke-of-the-week." Of course, there is much preparation before each meeting and this is an important part of the program.

The high returns may be described as Ability, Self-Confidence, Poise, and Tolerance. The development of leadership abilities is exemplified by the many students who have used this training to gain recognition in speech and student government activities.

Students of all levels of ability profit from this program, for it is geared to fit individual needs. They find their Junior Toastmasters Club challenging and fun.

Why was this program a success? The joint committee of the Bakersfield Toastmasters Club No. 270 and the Kern County superintendent of schools outlined four basic reasons for the acceptance of this program by students. They are:

They Experienced Success. No matter how poor the speech was, the speaker was praised for his effort and for some particular thing he did well. In the evaluation everyone experienced some degree of success.

It Was Their Club. The students spoke in their club, to their club members, and for their club and themselves—not in a class, to a teacher, and for a teacher or grade.

The Teacher Was a Member. The teacher participated as a member of the club and as General Evaluator and Advisor without usurping the students' control.

It Was Competitive. The trophies and charts provided stimulus to initiate action. Experience showed that the students were more impressed with their own improvement than any other reward.

The fine spirit of cooperation existing between Toastmasters International, Inc., Bakersfield Toastmasters Club No. 270, and Miss Marcia Fandrem, consultant for the Kern County superintendent of schools office, is the key to the rapid expansion of this program.

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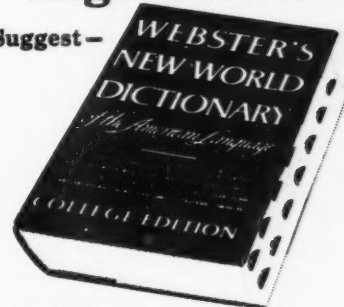
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THE FOURTH 'R'—THE ROD

(Continued from page 17)

i. Slapping, jerking, hair pulling, and shoving may not be defensible in court.

j. If a pupil resists punishment, do not force him to comply. Suspension is safer.

k. Make a written report of the offense and punishment.

l. Inform the parents of the punishment as soon as possible.

12. *What protection can a school board offer the teacher who uses corporal punishment?*

The school board can offer no protection against suit. If suit is brought against any employee of the school district for any act performed in the course of employment, the school board may request the services of the district attorney without fee or other charge.

Unless the district is held as co-defendant, however, district attorneys would hold that the teacher's defense could not be the responsibility of a public agency. The teacher who uses corporal punishment, even in a reasonable manner for warranted reasons, may face the difficulties and costs of legal counsel to prove his rightness.

Other than this, one of the most important services the school board can render is to inform the teachers of the liability involved in the punishment of children.

13. *If corporal punishment was already permitted in California, what is the purpose of the new state law?*

Corporal punishment was previously permitted in California under the common law unless board rules prohibited its use. Until recently, many districts did not have policies to inform teachers of the liability or to guide them in administering punishment. The new law makes it mandatory that school boards adopt rules on punishment, whether it be corporal or some other type. The main purpose of the law, according to its originator, is not to advocate punishment, but to control its use through rules and to clear any misunderstandings teachers and parents may have had on the subject. ★★

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MEMBER PRAISES WORK OF ETHICS COMMITTEE

The following letter, written September 24, 1959 at Farmersville, Tulare county, by Rena Faubel, was addressed to Robert M. Rees, CTA Field Service executive:

On November 1, 1958, charges were filed with the Ethics Committee of the California CTA, of "unethical conduct" against me by the Farmersville School Board of Trustees, setting forth specifically several different acts of alleged unethical conduct.

Never having had such an experience or any direct contact with the Ethics Committee, I naturally was very much disturbed. The fact that I knew the charges were absolutely untrue did not materially lessen the disturbance in my mind until Mr. Bruno Merz, Field Consultant, called at my home and assured me that the case would be investigated and the truth established. He was very helpful and spent a great deal of time, meeting with a number of people to arrive at the true facts to present to the Committee with his recommendations. I was, of course, very anxious that the investigation proceed as rapidly as possible and that I be cleared of the charges at once, but, as I became more familiar with the procedure, and the thoroughness of the work of Mr. Merz and the Ethics Committee, I was convinced that the whole truth would be established, which proved to be the case.

When I appeared before the Ethics Committee, none of whom I knew, I was treated with courtesy and kindness. I was convinced that they were there to do a job and do it well without any special favoritism to anyone; and the final review and findings of the Committee were ample proof of this painstaking thoroughness. I later learned that each member of the Committee was spending hours and hours reviewing my case without pay. From my experience, I want to say that any teacher who is unjustly charged should feel no fear or apprehension as to the establishment of the facts by the Ethics Committee of the CTA.

I am very grateful to the Committee and to Mr. Merz for having my interest in mind and clearing me of all charges brought against me. It is my hope that all teachers will support the California CTA. IT COULD HAPPEN TO YOU.

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12. Booklets on tours for summer 1960 in Europe, Latin America, Africa and around the World. (Study Abroad)

14. Folder on variety of European tours especially planned for students and teachers. (Dittmann Travel)

17. Origins of New England folder. American history study course on wheels. Also folder on Europe, including Oberammergau. Indicate which you prefer. (Arnold Tours)

19. Samples with brochures and pieces of cardboard cutout letters for bulletin boards or posters. (Redikut Letter)

25. U. S. Trails Map. 17"x22" map depicting events and historic places since 1595 as related in American Adventure Series. Also information on graded corrective reading program. (Wheeler Publishing)

28. Guide to Examination of Webster's New World Dictionary. Includes composite page illustrating the 34 components every dictionary should contain. (World Publishing)

29. Handicraft Materials—catalog listing low-priced ideas for Christmas. One copy, to teachers only. (Cleveland Crafts)

38. Request Card for a copy of the 1959-60 Standard School Broadcast Teachers Manual & Wildlife Map. (Standard Oil)

52. Sample of "Handwriting Demons." Shows the eleven letters that cause half of illegibilities and ways to improve handwriting. One copy per teacher for limited time only. (Noble & Noble)

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editorial postscript

Chapters and Field Service

THE FIRST CTA CHARTER presented to a local association of teachers in California still hangs on a wall at East Bakersfield and it bears the date May 29, 1948.

The 625th charter was approved by the CTA board of directors on August 6, 1959, and it was proudly received by the Rio California Teachers Association, Rio school district, Ventura county.

In the 11-year span, teachers in every county have banded together to meet the requirements for CTA charter. The roll of chapters now includes the largest cities and the smallest hamlets.

In the same 11 years CTA Field Service has grown from its conception to a state staff of nine men, now supported by almost equal manpower in the Section offices.

Whatever growth may be recorded in the professionalization of teachers must be traced to the creation of local teacher associations. Whatever progress may have been made by state and national organizations of teachers has stemmed from teachers participating in the programs of their own school districts.

Nourishing the "grass roots" has become a major responsibility of CTA Field Service. When it came time to prepare this issue of the *Journal*—in its nine-month series on program and staffing—it was natural to tell the story of Field Service in terms of local associations.

The three features on pages 10 to 15 show how activities may differ, depending on the needs within the district. But here, as well as in the brief anecdotes on pages 6 to 9, it is demonstrated that interest in broad professional problems outweighs welfare considerations.

Although every chartered group will maintain keen interest in salary, leave, retirement, and tenure, each association is expanding its horizons on teacher education and its multiple questions, public relations and its implications of social responsibility, ethics and professional relations and their challenge to self-examination, and the broad questions of legislation, curriculum, and financing public education.

It is difficult now to find a local chapter which meets solely for a social tea. Annual seminars organized by Field Service give presidents a running start on the professional problems which deserve member attention. It would be normal now to drop in on a heated debate on standards of preparation and certification, school district reorganization, political action at the local level, or professional responsibility for determining competency and the conduct of members. Such intimacy with the complexities of public education—inside and outside the classroom—is the best assurance that teachers can and will reach desirable professional goals.

Is He a Pre-Delinquent?

IN ADDITION to the local association and Field Service coverage in this issue, we offer three features which bear on growing social and educational problems. What do we do about the education of problem children? And what do we do about punishment and its possible liabilities?

Related to these questions is another of even wider scope: what to do about the delinquent. NEA's ten-month project on Juvenile Delinquency, headed by William C. Kvaraceus of Boston University, has turned in its final report. *Delinquent Behavior—Principles and Practices* summarizes parallel staff studies in all parts of the country, providing analysis of value to every teacher concerned with guidance. (The two reports are available from NEA for \$3.)

In an early statement, Kvaraceus said the delinquent child is little different from his law-abiding counterpart; he is apt to be any boy living on any street in any town. Differences normally will include poor home discipline, emotional conflict in the home, lack of success in out-of-school ventures, dislike for school and disinterest in school work, school failure, truancy and early school leaving, lack of participation in extracurricular activity, and reaction in overly aggressive manner.

He suggests that if a teacher sees a saturation of these signs, watch out! The child may be predisposed or susceptible to development of delinquent modes of adjustment.

The final report suggests some first lines of defense. First, be a good teacher. Second, help identify the pre-delinquent. Third, alert responsible administrators regarding potentially dangerous youngsters and be willing to work with outside agencies who can help.

Images We Want to See

IN PREPARING news pages for the *Journal* (see pages 21-24) I regularly sift through a huge pile of letters, bulletins, and publications. I am impressed this month with improvement of content and design of the superintendent's bulletins and curriculum digests published in California since my appraisals of March 1953 and September 1954.

If read by fathers and mothers of pupils, these publications must inevitably create a favorable impression of schools and teachers. These impressions build the permanent image described on page 5. Printed pages and good pictures help the public to understand the prodigious tasks of education. But they cannot be trusted to do all the image-building. The teacher as a professional person must be the center of the picture.

Next month the *Journal* will suggest many ways in which the image of the teacher may be improved. As part of the current series, the December issue will contain articles on public relations, the arts of communication, and an outline of discussion subjects for the next round of consulting groups.



Editor

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